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ABSTRACT

This textbook for English as a Second Language (ESL) students presents 29 lessons on United States history. The lessons cover the following topics: the New World; two permanent colonies; the 13 colonies; the colonies and England; the Declaration of Independence and the Continental Congresses; Revolutionary War, 1775-1781; Articles of Confederation; Constitutional Convention; U.S. Constitution; first president; beginnings of political parties; review: early America; War of 1812; growth of the nation; before the Civil War; Civil War, 1861-1865; after the Civil War; industrial revolution; the Progressives; review: the 1800s; World War I; the Depression: 1929-1939; World War II; the Cold War; civil rights and the Vietnam War; John F. Kennedy and Martin Luther King, Jr.; U.S. presidents, 1969-1989; immigration; and review: U.S. history 1600-1988. The lessons allow ESL students to practice English skills in listening, speaking, reading, and writing. Most of the lessons have five parts, consisting of pre-reading, information, reading, testing skills, and review. In addition, the textbook contains study questions, instructor guidelines, a vocabulary index, and answer key. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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United States History
An English as a Second Language Text

M-304

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OF THE PEOPLE...
U.S. HISTORY
1600 - 1988

An English as a Second Language Text

IMMIGRATION AND NATURALIZATION SERVICE
U.S. DEPARTMENT OF JUSTICE

M - 304

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TO THE STUDENT

We wrote this book for you. We hope you will think the lessons are interesting. We hope you will enjoy learning about U.S. history. The lessons can help you become better residents and citizens of the U.S.

Each lesson has a title. It tells you the subject of each lesson. Under each title there will be one or two objectives. These objectives say what you will learn from the lesson.

You will practice all your English skills - listening, speaking, reading and writing. Most of the lessons have 5 parts:

I. **Pre-Reading**
II. **Information**
III. **Reading**
IV. **Testing skills**
V. **Review**

I. Pre-Reading

At the beginning of every lesson, **Pre-Reading,** you will find some questions to discuss with a partner, in a small group or with the class. These questions will be about some pictures, a map or some ideas about history.

After the discussion or map, you will find some new vocabulary words. Their definitions will help you understand the lesson. Some of the words have other definitions, too. Sometimes you will have a written exercise to do.

Some exercises will tell you to guess. Guessing means you do not really know the answers. You give your ideas about what you think the answer will be.

Other exercises will tell you to scan a paragraph. When you scan, you do not read everything. You look for specific information to answer the questions. You can check your answers to the guessing and scanning exercises at the end of the lesson.

II. Information

The **Information** is always on a chart, map, timeline, or in a diagram. It shows you the main points of the lesson.

First, think about the title. Next, read the information on the page carefully. Ask yourself questions about the information. For example:

> Who were the first settlers?
> Why did they come to the U.S.?
> Where did they settle?

Finally, do the exercises -- *Using the Information.* Look at the Information page to help you complete the speaking, listening and writing exercises.

III. Reading

The **Reading** is usually one to five paragraphs long. Sometimes the Reading will give you more information about the main points. Sometimes the Reading will give you new information.

First, think about the title.
Next, read the paragraphs quickly for a general idea.
Then, read the paragraphs carefully.
Finally, do the exercise(s) -- *Using the Reading.* Look at the Reading to help you complete the exercise(s).

IV. Testing skills

The **Testing skills** help you test yourself. Can you answer the questions without looking at the Information and Reading? If you cannot answer the test questions, you should look back at the Information and Reading again.

You will learn about many different types of tests. Some of the tests are oral and some are written. We included some ideas about how to answer oral questions. This section will help you prepare for the citizenship test.

V. Review

The last part of every lesson is the **Review.** The Review has the most important things for you to remember. There are usually 1 - 5 questions. If you cannot answer the review questions, you should look back at the Information and Reading again. If you can answer the review questions, you can go on to the next lesson.

What should you do if you are **not in a class**? What should you do if you are studying **alone?**

If you are studying alone, show the lessons to your friends, or someone in your family, or someone at work. Ask people to help you practice your English. Ask them to be your partner for the speaking exercises. Ask them to do the group discussions with you.

You can also read the section: To The Instructor. This section gives some more important information to the instructor about the lessons. It also explains how to do some of the different exercises.

Answer Key

There is also an Answer Key in the back of the book. After you finish the exercises, you can look at the Answer Key to check your answers. If your answer is wrong, look at the Reading and Information again. Try to find the correct answer.

Sometimes there is more than one possible answer. For example, the discussion questions can have many answers. These questions do not have answers in the Answer key. Also, the Pre-Reading *Oral* and Review questions are not in the Answer Key. You need to learn those answers yourself.

Study Questions

After you finish the lessons, you will find a list of study questions. By answering these questions, you can prepare yourself for a citizenship exam. An INS official may ask similar questions during a citizenship interview.

Vocabulary Index

In the back of the book you will see a vocabulary index. All the words from the *Vocabulary* section of this book are listed with the lesson number where you can find the word.

Deborah J. Short
Margaret Seufert-Bosco
Allene Guss Grognet

GLOSSARY

Before you begin, look at the following words and definitions. These are important words you will need to understand the lessons. Ask someone to help you with these words or use your dictionary.

Authority: A person, or group of people, with official power to control

Colony: A country or area controlled by another country; like a territory

Colonist: A person living in a colony; usually from the country that controls the colony

Democracy: A type of government; in a democracy the people make a lot of decisions; the people vote for their leaders

Federalism: A system of government; there is a national,or central, government with some powers and state governments with some powers

Freedom: Liberty; the ability to do, say, think, or write your ideas

Immigrant: A person who enters another country to live

Principles: General rules and basic ideas

Republican form of government: Like a democractic government; usually has a head of state (for example, a president); the citizens vote for officials to represent their interests

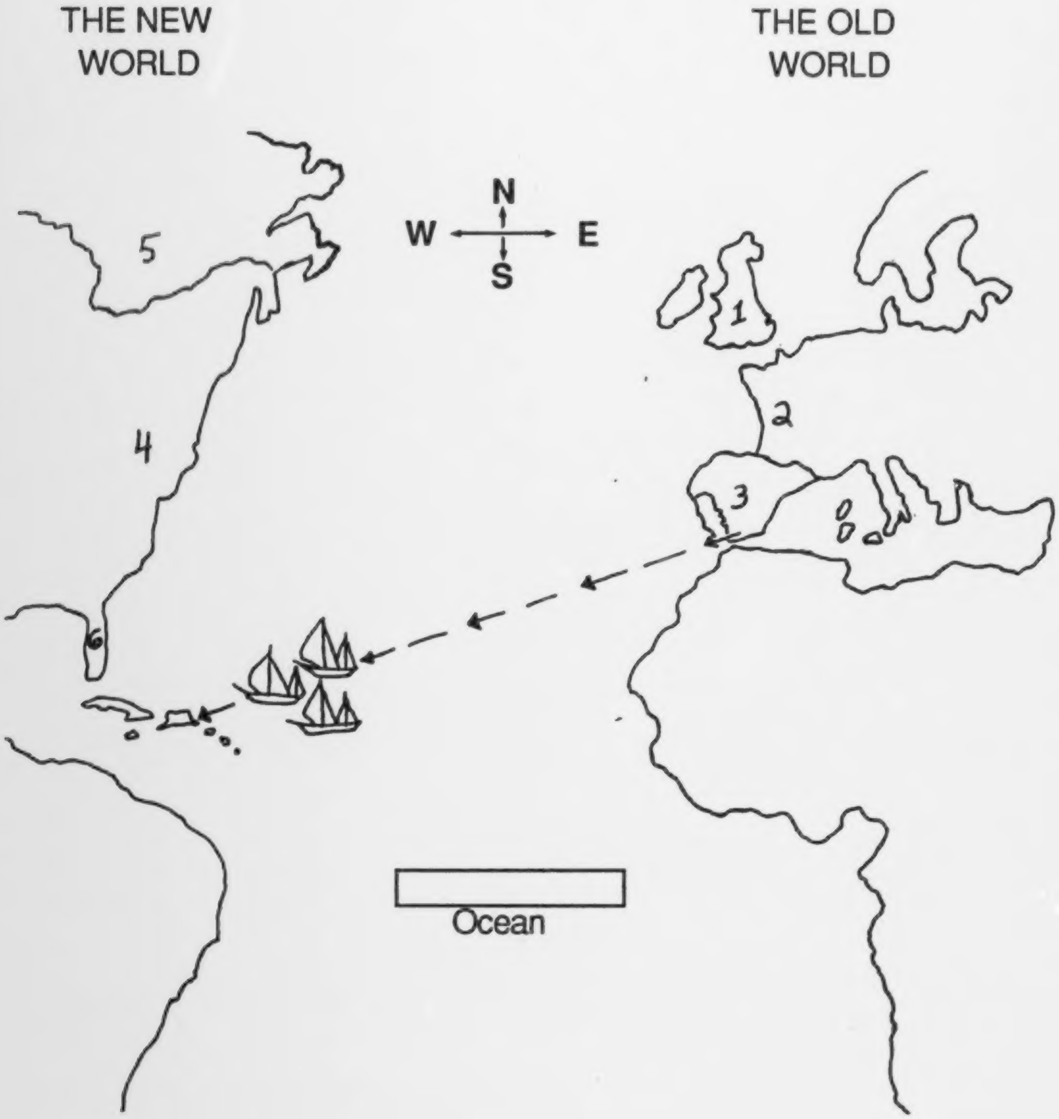
Rights: basic things we can do; our freedoms and privileges

Territory: new land controlled by one government; in the U.S., territories often become states

LESSON 1 THE NEW WORLD

Objective Identify major reasons why Europeans settled in North America

Pre-Reading
Oral: Look at the map below. It shows the "OLD WORLD" and the "NEW WORLD."


THE NEW WORLD
THE OLD WORLD
N
W
E
S
5
4
6
1
2
3
Ocean

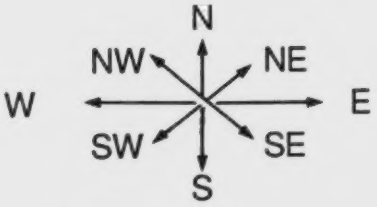
Work with a partner. Look at the map Can you answer these questions?

1) What continents are part of the "Old World"?
2) What continents are part of the "New World"?
3) Can you name the ocean on the map? Write the name in the box.
4) Can you name any of the places (1-5 are now countries, 6 is now a state in the U.S.)?
1. __________, 2. __________, 3.__________,
4. __________, 5. __________, 6. __________.
5) Who was one of the first men to go to America?

Map skills:

You will see many maps in this workbook. These words are for directions on a map:
North (N), East (E), South (S), and **West (W).**
You can also see:
Northeast (NE), Northwest (NW), Southeast (SE), and **Southwest (SW).**

This is a symbol for directions:
Directions tell you the way to go.



Read the questions below. Circle the letter of the best answer.

1. Look at the map again. Put a circle around **3.** This country is Spain. Put a circle around **4**. This country is the U.S.
You are in Spain. Which way do you go to the U.S.?
a) N b) E c) S [✓ d) W]
(The correct answer is **d.** W = west.)

2. Put a circle around **1**. This country is England.
   You are in England. Which way do you go to Spain?
   a) N b) E c) S d) W

3. Put a circle around **5**. This country is Canada.
   You are in the U.S. Which way do you go to Canada?
   a) N b) E c) S d) W

4. Find the 3 boats in the Atlantic Ocean. Circle them. These are the boats (or ships) of Christopher Columbus.
   What direction are they going?
   a) NE b) NW c) SE d) SW

Vocabulary:

Read the following vocabulary words carefully. You will use them in this lesson and in other lessons.

Explorers travel to find new places. Many years ago explorers traveled by foot, by horse, and by boat .

A **discovery** is a new thing you find. For example, an explorer may find a new island. This island is a discovery.

Native Americans were the first people to live in North and South America. Sometimes we call them **Indians**.

(to) **settle** - to build a home and live in a new place. Many English people went to the New World and settled in North America.

(to) **trade** - to buy and sell things with another person or country. Early settlers traded food and clothing with England.

(to) **sail** - to go by boat with power from the wind.
Columbus sailed across the Atlantic Ocean.

coast - the part of land near the ocean or sea.
Settlers built the first towns in America near the coast.

Information

The Discovery of America

Explorer	Major Area Explored	Why they went
Columbus	islands in the Caribbean	to find a new way to China
Spanish explorers	Florida, Mexico, S. America	to find gold and silver
French explorers	Canada, north part of the U.S.	1. to trade 2. to settle
English explorers	east coast of N. America	1. to trade 2. to have freedom of religion and to settle

Using the Information:

A. The chart above gives you information about the first explorers of America. You will use many charts in this book. It is important to learn the best way to read a chart.

1. At the top of every chart, you will find a title. What is the title of this chart? ________________________________

2. This chart has 3 columns. You read down a column. Each column has a heading. The heading tells you about the information in the column. The first column is about explorers. It lists the names of explorers or groups of explorers. How many names of explorers or groups do you see? _______

3. The second column tells you about the areas explored. Christopher Columbus explored some islands in the Caribbean. The Spanish explored Florida, Mexico and ______________________. Where did the French explore? ______________________________________.

4. What does the third column tell us? __________________________________.

Look at the whole chart. Read across on the same line.

5. Why did Columbus sail to the Caribbean?
____.

6. Who wanted to have freedom of religion? __________________________.

B. The chart tells us some reasons for exploring and settling in new places. Work with a partner. Think about your reason for coming to America. Can you think of two or three other reasons? Write them here. Share your ideas with the class.

Reasons to go to new places

1)

2)

3)

Reading

Exploring the New World

Columbus tried to **sail** from Spain to China in 1492. Spain is in Europe. China is in Asia. Columbus sailed across the Atlantic Ocean. He **discovered** some islands in the Caribbean. He was surprised. He did not know about North and South America.

After Columbus, many other **explorers** came to America. Spanish explorers settled in Florida and Mexico. Some went to South America. French explorers sailed north. They discovered Canada. English explorers sailed along the east **coast** of North America.

People came to the "New World" for many reasons. Four important reasons were:

1) **trade**
2) religious freedom
3) political freedom
4) finding gold and silver

Using the Reading

C. Read the following sentences. Some sentences are true and some sentences are false. Look at the information in the Reading. Put a **T** next to the true sentences. Put an **F** next to the false sentences.

1) T Columbus tried to go to China.
2) ___ Columbus explored Canada.
3) ___ Spanish explorers went to Mexico.
4) ___ English explorers settled on the west coast of North America.
5) ___ Some people came to America to have religious freedom.

Testing skills

You will see many multiple choice tests in this book. Many questions will begin with "wh" question words, like **what**, **where**, **why** and **who**. Look at the questions below. Underline the question word. Try to answer the question. There are two possible answers. Circle the letter of the better answer. The first one is done for you as an example.

1) Who discovered islands in the Caribbean?
   [✓ a)] Columbus — b) in 1492

2) Where did the English explorers go?
   a) east coast of N. America — b) to trade

3) Why did Spanish explorers go to Mexico?
   a) Florida and S. America — b) to find gold and silver

4) What is one reason for settling in a new place?
   a) to trade — b) French explorers

Review

Name 3 countries which sent explorers to the "New World."

E _ _ L _ _ D   _ P _ _ N   F _ A _ C _

Name 4 important reasons people settled in the "New World."

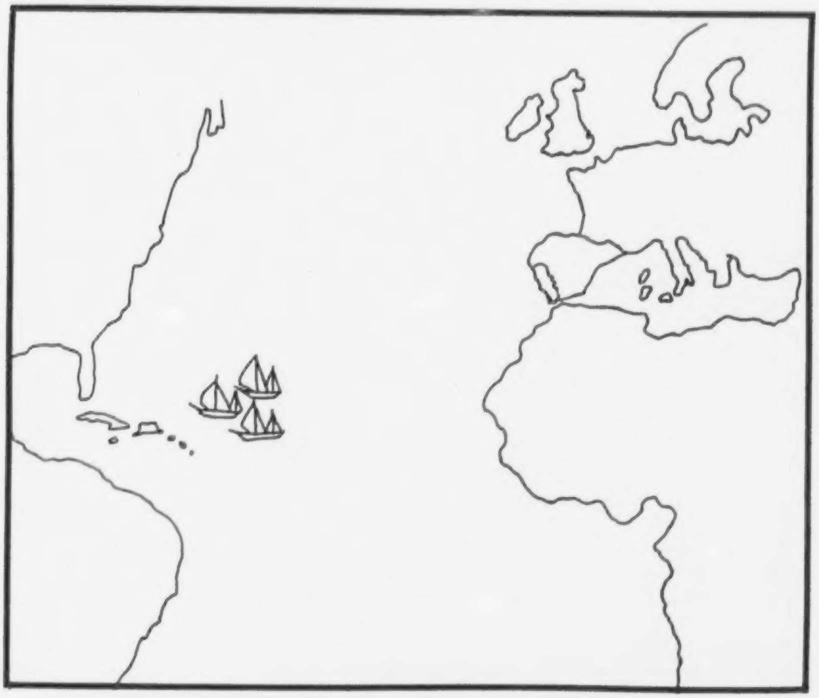
1) T _ _ D _
2) R _ _ _ G _ O _ S   _ R E _ D _ M
3) _ O L _ _ I C _ _   F _ _ E D O _
4) F _ N _ _ _ G   _ O L _   A _ D   S _ _ V _ R

LESSON 2 TWO PERMANENT COLONIES

Objectives Identify the first two permanent colonies in America
Identify the first American holiday, Thanksgiving

Pre-Reading

Oral: Look at this map again.



Your teacher will read the following paragraphs two times. Listen the first time. The second time, fill in the missing words. Use the map to help you.

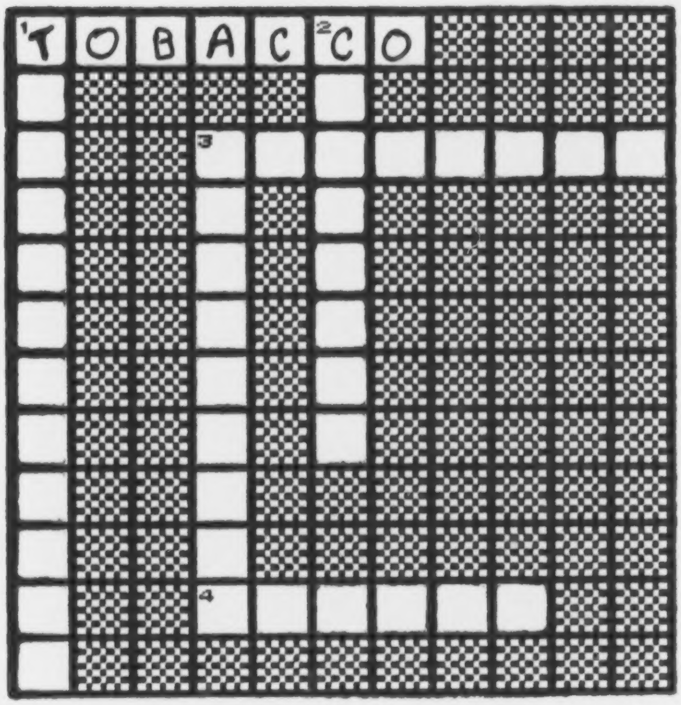
English explorers left England. They sailed to the 1) _______. They sailed across the 2) __________ Ocean. They settled on the 3) __________ coast of North America.

French explorers left 4) __________. They went to the "New World." They settled 5) __________ of the English settlers.

Vocabulary:

Use these new words to complete the crossword puzzle below. You can use a dictionary to help you.

permanent
Pilgrims
trader
tobacco
Thanksgiving
colonies



Across:

1) A common plant in the southeast U.S.; people use it in cigarettes
3) A religious group from England; they settled in Massachusetts
4) This person buys and sells things.

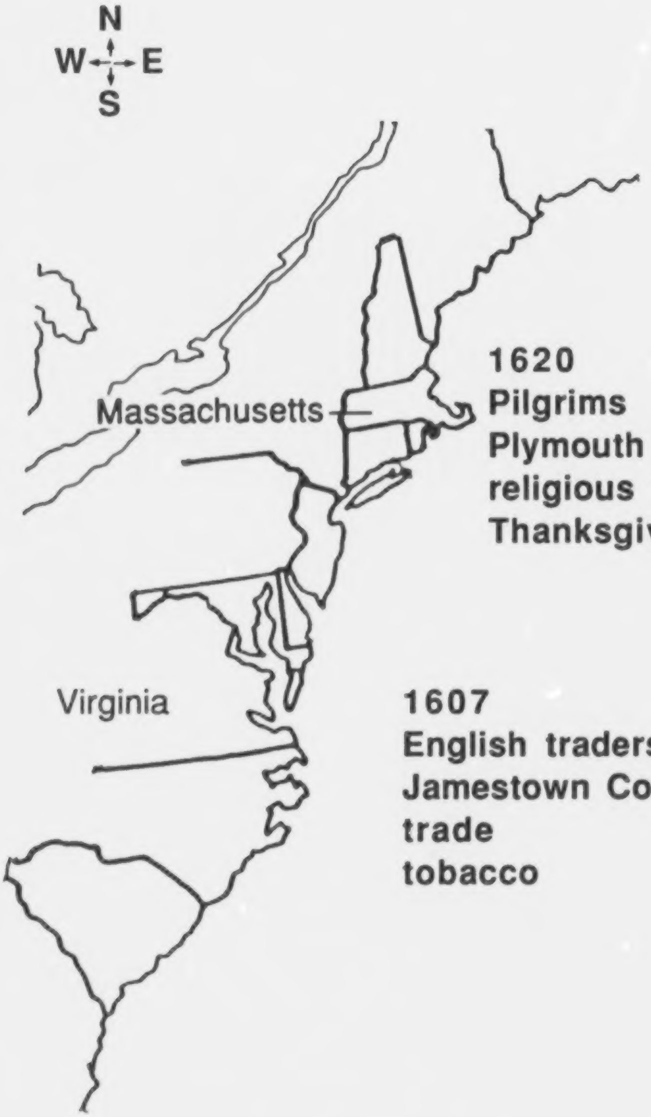
Down:

1) Americans celebrate this holiday in November. They have a very big dinner.
2) A new place with settlers and a distant country controls the area, like a territory.
3) Does not change; stays the same for a long time

Information

The First Two Colonies

This map shows the first two permanent English colonies in North America.


N
W
E
S
Massachusetts
Virginia

1620
Pilgrims
Plymouth Colony
religious freedom
Thanksgiving

1607
English traders
Jamestown Colony
trade
tobacco

Using the Information:

A. Work with a partner. Use the information above to complete the following chart. Think of a title for the chart.

1. Title: ____________________________

Who	When	Name of Settlement	Reason for coming
English traders	2.____	Jamestown Colony	3. ___________
4. _________	1620	5. _______________	religious freedom

B. Read sentences 1 - 3 to your partner. They are all false. Your partner tells you the true sentence. Use the map and chart to help you.

Here is an example:
You read: Pilgrims settled in 1607. (False)
Your partner says: Pilgrims settled in 1620. (True)

1) Jamestown is north of Plymouth.

2) The Plymouth Colony is in Virginia.

3) The Pilgrims came to trade.

Now switch roles. Your partner reads sentences 4 - 6. You correct them. Use the map and chart.

4) The second colony was the Jamestown Colony.
5) The English traders came to America to have religious freedom.
6) Plymouth is on the west coast of North America.

Reading

Jamestown and Plymouth Colonies

English **traders** settled at Jamestown in Virginia in 1607. It was on the east coast of North America. These men wanted to trade with England. Their life at the Jamestown **Colony** was hard. At first, they did not have enough food. Many men died. They planted many things. **Tobacco** was the best plant. They traded it with England. They made money.

The **Pilgrims** left England in 1620. They wanted religious freedom. They sailed to America. They settled at Plymouth Colony in Massachusetts. Their life was hard, too. Their winters were very cold. They did not have enough food. Many people died.

The Pilgrims did two important things:

1) They wrote the Mayflower Compact (an official paper). It said
   a) the people decide the government rules, and
   b) the people follow the majority (51%) decision.
2) They celebrated the first **Thanksgiving.** They had a big dinner with the Native Americans. They wanted to thank the Native Americans for helping them. They were happy to be alive. Thanksgiving is the first American holiday.

Using the Reading:

C. Write answers to the questions below.

1. Where was the first permanent English colony?

2. Was it easy to live at Jamestown and Plymouth?

3. What important plant did the settlers grow at Jamestown?

4. The Pilgrims wrote a paper to let the people decide about the government. What was the name of the official paper?

5. What holiday did the Pilgrims celebrate with Native Americans?

Testing skills

Sometimes you will have an oral exam. You must listen carefully to the questions. You will see a set of two possible questions below. Your teacher will only read one of those two questions. Listen carefully. Circle the letter of the question your teacher reads.

Example: a) Who went to Virginia?
b) Who went to Massachusetts?
The teacher asks: Who went to Virginia (listen)
You circle [✓ a]

1a) When did the traders go to Jamestown?
b) Why did the traders go to Jamestown?

2a) What colony was north of Plymouth?
b) What colony was south of Plymouth?

3a) What did the Jamestown settlers trade with England?
b) Who did the Jamestown settlers trade with?

4a) Who celebrated Thanksgiving with the Indians?
 b) What did Pilgrims celebrate with the Indians?

Review

Name the first 2 permanent English colonies in North America.

What holiday did the Pilgrims celebrate?

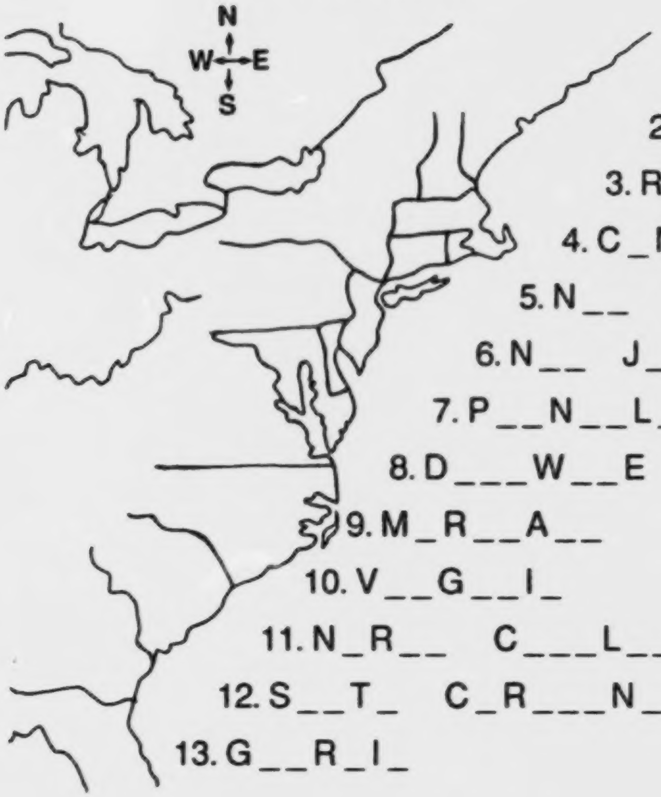
Name 1 important thing about the Mayflower Compact.

LESSON 3 THE THIRTEEN COLONIES

Objectives Identify the 13 colonies
Identify the early forms of government in the 13 colonies

Pre-Reading

Oral: Look at this map. It is similar to the map in Lesson 2. That map had two colonies. This map has all thirteen colonies on it.



1. NEW HAMPSHIRE
2. M _ _ S _ _ _ U S _ _ _ S
3. R _ _ D _ I _ _ A _ _
4. C _ N _ _ _ T _ _ _ T
5. N _ _ Y _ _ K
6. N _ _ J _ _ S _ _
7. P _ _ N _ _ L _ _ N _ _
8. D _ _ _ W _ _ E
9. M _ R _ _ A _ _
10. V _ _ G _ _ I _
11. N _ R _ _ C _ _ _ L _ _ A
12. S _ _ T _ C _ R _ _ _ N _
13. G _ _ R _ I _

Work with a partner. Try to fill in the names of all these colonies. They are states in the U.S. now. You can use a map of the U.S. to help you.
Compare your answers with the class.

Vocabulary:

Read the following definitions.

representative assembly - a type of democracy. Settlers of a colony chose people to represent them at special meetings (assemblies). These people made some laws for the colony.

Voters - Male owners of property in the colonies could vote. Some colonies said a voter must be a certain religion.

(to) **veto** - to say "no"

King's Governor - the representative for the King of England in the colonies. Governors ruled all the colonies, but Connecticut and Rhode Island. They could veto laws from the assemblies.

Puritans - another group of settlers in Massachusetts. They wanted religious freedom.

Quakers - a group of settlers in Pennsylvania and parts of Delaware and New Jersey. They wanted religious freedom.

Separation of church and state - The church and government are separate. The government does not decide the rules of the church. The church does not decide the rules of the government.

Find the words on the left in the puzzle. Circle them.

Assembly
Voters
Quakers
Governor
Veto
Puritans
Compact

S	G	O	V	E	R	N	O	R	E	Q	P
V	E	S	O	V	R	P	O	A	W	I	A
O	F	H	T	S	I	U	Y	N	Q	P	S
R	C	V	E	T	O	R	E	U	U	B	S
T	G	I	R	A	M	I	T	E	A	N	E
G	O	V	S	L	Y	T	E	K	K	O	M
C	I	C	O	M	P	A	C	T	E	Y	B
Q	U	A	K	L	U	N	S	E	R	V	L
S	M	A	H	O	R	S	C	O	S	G	Y

Information

The Thirteen Colonies

The Northern Colonies

New Hampshire
Settlers came from the Massachusetts Colony.
They came for religious, political and economic reasons.

Massachusetts
Pilgrims and Puritans settled there.
Pilgrims wrote the Mayflower Compact.
They came for religious freedom.

Rhode Island and **Connecticut**
Settlers came from the Massachusetts Colony.
They wanted religious freedom.
They believed in the separation of church and state.

The Mid-Atlantic Colonies

New York
Dutch settlers came first.
English settlers took control later.
Many settlers wanted to trade.

New Jersey
Dutch and Swedish settlers came first.
They wanted to trade.
English settlers came later, especially Quakers.
They wanted religious freedom.

Pennsylvania

Quakers settled there for religious freedom.
They believed in the separation of church and state.

Delaware

This was part of Pennsylvania at first.
The settlers asked to have a separate government.

The Southern Colonies

Maryland

Catholic settlers came here for religious freedom.
A few people owned most of the land. They rented and sold that land to make money.

Virginia

English traders settled there.
Jamestown was the first permanent colony.
Tobacco was an important plant to trade with Europe.

North and South Carolina

This was one colony at first.
A few people owned most of the land. They rented and sold that land to make money.
Some French people came for religious freedom.

Georgia

Some poor people and people from English prisons settled here.

Using the Information:

A. Fill in the blanks in the paragraph below. Look at the Information to find the missing words.

There were 1) thirteen English colonies in North America. Four colonies were in the north. They were New Hampshire, 2) _______________, Rhode Island and Connecticut. Settlers in the northern colonies wanted religious 3) ____________.

Dutch settlers lived in 4) ______________ and New Jersey. Quakers settled in Pennsylvania. The Quakers believed in the separation of 5) __________ and state.

Some settlers came to 6) __________ and North and South Carolina for religious freedom. Settlers in Virginia wanted to sell 7) _________ to Europe.

Reading

Democracy in the Colonies

There were two types of democracy in the colonies. Some colonies, like Virginia, had **representative assemblies.** The settlers did not vote directly. The settlers chose people (representatives) to go to the assembly meetings. These people represented the settlers. They voted about laws for their colony.

Other colonies, like Massachusetts, had direct democracies. **Voters** went to town meetings. They all voted about the laws for the town.

The colonists had two problems.

1) The King of England sent **governors** to 11 colonies. The governor could **veto** some laws from the assemblies and town meetings. The King could make other laws too.
2) Some settlers could not vote. Voters needed to own property. Sometimes they had to be a certain religion to vote.

Using the Reading:

B. Unscramble the following sentences. Look at the Reading to help you. The first word for each sentence is circled. The first sentence is done for you.

1) had / assembly / Virginia / representative / a.
   Virginia had a representative assembly.
2) voted / Representatives / about laws / colonies / the / for.

3) meetings / direct democracies / examples / Town / are / of.

4) The / some laws / colonies / King of England / made / for / the.

C. Imagine your class is in a town in the Massachusetts Colony. Think about some problems in your town. For example: Some neighbors let their dogs run free. The dogs are running all over yards and killing plants.

Think of 3 more problems:

1)

2)

3)

Hold a town meeting. Try to solve one of the problems. Discuss possible solutions. Have a class vote.

Testing skills

You will see information about 5 colonies below. Match the name of the colony with the information. Put the letter on the line to the left.

_d_ 1. Many Catholics settled there.
___ 2. The Dutch lived there first.
___ 3. Quakers formed this colony.
___ 4. Settlers grew a lot of tobacco.
___ 5. Puritans came for religious freedom.

a. Pennsylvania
b. Virginia
c. Massachusetts
~~d.~~ Maryland
e. New York

Review

Name the 13 colonies.

Name 2 types of democracy in the colonies. How are they different?

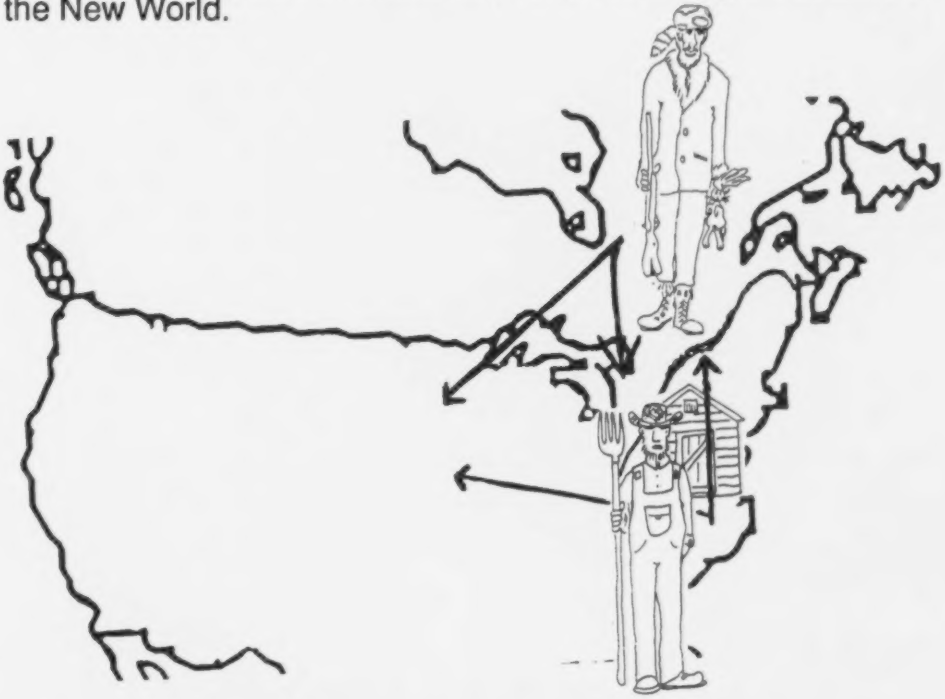
LESSON 4 THE COLONIES AND ENGLAND

Objective Identify the causes and results of the French and Indian War
Explain problems between the colonies and England

Pre-Reading

Map skills:

Look at the map below. It shows French and English settlers in the New World.



Which of the following do you think are true? Check (√) them.

___ 1. The English settlers lived in towns and on farms.
___ 2. The French settlers wanted to move north.
___ 3. The English settlers were hunters.
___ 4. The English settlers wanted to move north and west.
___ 5. The English and French made money different ways.
___ 6. Most of the settlers lived along the coast.
___ 7. The English and French did not try to move near each other.

Oral: Form a small group. Share your answers above. Do you all agree? Explain your answers.

The French want to move south. The English want to move north. What problems can happen?

Vocabulary:

Match the words on the left with the definitions on the right. Put the correct letter on the line. You can use a dictionary for help.

c 1. **fur**
___ 2. **trapper**
___ 3. **tax**
___ 4. (to) **boycott**
___ 5. **demonstration**
___ 6. **Parliament**
___ 7. **manufactured**
___ 8. **goods**

a. made in a factory by machine
b. a group of people march and carry signs about something they do not like
c. the hair on some animals; used to make a coat
d. to stop buying something as a protest
e. the legislature in England
f. you pay this extra money to the government when you buy something
g. things you have, or buy, or sell
h. this person catches wild animals

Here are some other terms to learn:

Stamp Act - a law by Parliament for American colonists. The colonists had to buy stamps for all paper documents and newspapers.

Navigation Acts - another law by Parliament for the colonists. The colonists could only buy and sell goods with England .

Boston Tea Party - The Parliament also put a tax on tea. One night the colonists went on the English boats in Boston, Massachusetts. They threw all the tea from the boats into the water. This was called the Boston Tea Party.

Information

A Timeline of Events in Colonial America

1490			
	1492	Columbus discovered America	
1500			
1600			
	1607	Jamestown Colony	
	1620	Plymouth Colony	
		More colonies started in America	
1700		French are in Canada. British are in (U.S.) America. Both countries want the same land in between.	
	1754-1763	The French and Indian War	
	1765	Stamp Act and Navigation Acts	boycotts and demonstrations
	1773	Boston Tea Party	
	1776	The Revolutionary War for Independence	
1800			

Using the Information:

A. Timelines are useful for studying history. They show you the order of events. When you look at a timeline, you can see what happened first, second, etc.

1. Look at the Information timeline. The dates on the left show the time period. This timeline shows some important events from 1490 to ______.

2. The dates on the right show the years of the events. We can see Colombus came to the Americas between 1490 and 1500. What was the exact year? ______

Look at the timeline and try to answer these questions.

3. Which colony started first, Jamestown or Plymouth?

____

4. Did colonies start in America between 1500 and 1600 or between 1600 and 1700?

____

5. In what year did the French and Indian War start?

____

6. How long did the French and Indian War last?

____

7. Which happened first, the Boston Tea Party or the Navigation Acts?

____

B. Find a partner. Make one timeline for both of you. Here are some ideas for dates:

the year you were born
the year you started school
the year you got your first job
the year you came to America
the year you started this class

Reading

Life in the Colonies before the War for Independence.

Many French were **trappers** and **fur** traders in the north (Canada). Many American colonists lived on farms and in towns in the south (U.S.). They were farmers, store owners, etc. The French and the English wanted the same land between the U.S. colonies and Canada. They fought the French and Indian War. The French and Indians were on one side. The English and the American colonists were on the other side. The English won the war. The French lost most of their colonies. Then England controlled Canada.

The war was expensive. The English wanted the colonists to help pay the costs. The English started new **taxes.** One tax law was the **Stamp Act**. Other laws were the **Navigation Acts**. The colonists were angry. They did not want to buy stamps for all documents. They wanted to trade with several different countries. They could not say "no" to the laws. They could not vote on the laws. They had no representative in **Parliament**.

The colonists took action. They **boycotted** English goods. They tried to buy **manufactured goods** from other countries. They had **demonstrations**. They wrote letters to the newspapers. In 1773, the English also put a tax on tea. The colonists went on the tea ships in Boston and threw all the tea into the water. This was the **"Boston Tea Party."**

Using the Reading:

C. Read the first sentence in the following questions. Look at the two choices. Which choice means the same as the first sentence? Circle the letter of the better answer.

Example: Many French were fur traders in the north.
a) Many English were farmers in the south.
b) Many French worked as fur traders in the north.

The correct answer is [✓ b.]

1) The French and the Indians were on one side.
   a) The French and the Indians fought together against the English.
   b) The French fought the Indians.

2) The American colonists wanted to trade with several different countries.
   a) The American colonists only wanted to trade with England.
   b) The American colonists wanted to trade with England and other countries.

3) They had no representatives in Parliament.
   a) The colonists did not have a representative in the English legislature.
   b) The colonists voted for new tax laws.

4) The colonists boycotted English goods.
   a) The colonists did not buy things from England.
   b) The colonists paid taxes on English tea.

Testing skills

Sometimes the INS official asks you questions aloud. You have to listen very carefully. You should think about the question and then answer it. Sometimes you do not understand the question or forget the answer. What should you do?

Read (or listen to) this conversation.

INS official: Mrs. Singh, I will ask you some questions about the problems between the colonies and England. What happened after the French and Indian War?

Mrs. Singh: After the war?...

INS official: Yes. What did the English do to the colonies after the war?

Mrs. Singh: Oh, I understand now. The English started new taxes.

INS official: Yes. Can you tell me one of the taxes?

Mrs. Singh: Let me think... I think one tax was for...for...for newspapers?

INS official: Right. That was the Stamp Act. Let's continue. What did the colonists do?...

Think about these questions:
1) Did Mrs. Singh answer the question the first time?
2) Do you think Mrs. Singh understood the question at first?
3) Why did she repeat "after the war...?"
4) Why did she say "Let me think?"
5) Do you hear people say "Let me think?" Is it a good expression to use?
6) If you do not know an answer immediately, what do you say?

Review

Name 1 cause of the French and Indian War.

The Parliament started some tax laws in the colonies. Name 1.

Name 2 things the colonists did to protest the laws.

LESSON 5 THE DECLARATION OF INDEPENDENCE AND THE CONTINENTAL CONGRESSES

Objectives

Identify the major principles of the Declaration of Independence

Explain the roles of the Continental Congresses

Pre-Reading

Written: Sometimes it is important to read through information quickly. The following paragraph is the first part of the Declaration of Independence. Read it quickly (scan) and find the words below. Circle them in the paragraph.

truths equal rights liberty powers

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed."

Oral: Discuss these questions with the class.

Is your native country independent?
If yes, when did your country become independent?
If yes, did people in your country write a document like the Declaration of Independence?
Why is it a good idea to write a declaration of independence?
Who do you think the colonists wrote the Declaration of Independence for?

Vocabulary:

Use a dictionary to find the meanings of these words. The first one is done for you.

continental - this talks about a large area of land, or of something typical of that land -- in this lesson, it is about North America .

congress -

declaration -

(to) **exist** -

complaints -

united -

militia -

Information

THE DECLARATION OF INDEPENDENCE (1776)

I. **All men are created equal**

II. **All people have certain basic rights**
   A. life
   B. liberty
   C. the chance to find happiness

III. **Governments exist by following the wishes of the people**
   A. Governments must listen to the people.
   B. If a government does not listen, the people can change it.
   C. The people can form a new government.

IV. **A list of complaints**
   A. about taxes
   B. about vetoes of laws from the colonial assemblies
   C. about no representation in Parliament

V. **The colonies are free and independent states**

Using the Information:

A. The Declaration of Independence is an important document. The Information above shows the important ideas of the document in an **outline**.

Outlines are useful for studying. You can see the main points with an outline. You can also get examples or additional information for the main points. The outline form is easy to read. Usually outlines have Roman numerals for the main points. These are like numbers: I = 1(one), II = 2 (two), III = 3 (three), IV = 4 (four), etc.

Look at the Information. There are five main points in the Declaration of Independence. These points are:

I. All men are created equal
II. All people have certain b a s i c r i g h t s,
III. G _ v _ _ n m _ _ _ s exist by following the wishes of the p _ _ _ l _
IV. A list of c _ _ p _ _ _ n _ _
V. The colonies are _ _ _ _ and _ _ _ _ _ _ _ _ _ _ _ _ _ states

The Declaration of Independence tells 3 examples of basic rights. Look at part II. What are the three examples?

a) ____________, b) ______________, c) ________________________

Look at part III. This part gives more information about one of the main points.

d) What must governments do?
____
e) Can the people form a new government? ______
f) Does part IV give examples of complaints? ______
g) If yes, how many examples are there? ______
h) Name one complaint.
____

B. The Declaration of Independence says, "All men are created equal." Do you think this is true? In the U.S., people did not always treat everyone equally. For example, for many years women did not have the right to vote.

Work with a partner. Think of other examples when people do not have equal rights. Use examples from the U.S. and your countries. List them in the following chart.

Country	Situation
U.S.	Women did not have the right to vote in 1776.

Reading

The First and Second Continental Congresses

Representatives from 12 of the 13 colonies came to Philadelphia in 1774. They had the first **Continental Congress**. The colonies were **united**. They wrote to Parliament to try to change some laws. They decided to start training the **militia** and keep supplies, like guns. George Washington became the head of the militia. He was the "Commander in Chief."

The Second Continental Congress started in 1775 in Philadelphia. This was a very important meeting. The representatives asked Thomas Jefferson to write the **Declaration** of Independence. Representatives from all 13 colonies signed it on July 4, 1776. They decided to go to war with England. The 4th of July is a holiday now. We call it Independence Day.

Using the Reading:

C. Match the first half of the sentence on the left with the second half of the sentence on the right. Put the correct letter on the line.

d 1. Thomas Jefferson wrote
__ 2. Representatives from all the colonies decided
__ 3. George Washington was
__ 4. The representatives wrote letters to England
__ 5. The Continental Congresses

a. because they did not like some laws from Parliament.
b. met in Philadelphia.
c. to sign the Declaration.
[✓ d.] the Declaration of Independence.
e. the Commander in Chief.

Testing skills

Circle the letter of the best answer.

1) Who wrote the Declaration of Independence?
a) George Washington b) Thomas Jefferson c) Parliament

2) Which one is a basic right in the Declaration of Independence?
a) liberty b) a new government c) taxes

3) How many colonies had representatives to sign the Declaration of Independence?
a) 12 b) 13 c) 17

4) What happened after the second Continental Congress?
a) The representatives went to Philadelphia.
b) All men became equal.
c) The colonies had a war with England.

Review

Name the 5 main ideas in the Declaration of Independence.
Name 1 important thing about the Continental Congresses.
Name the holiday on July 4th.

LESSON 6 THE REVOLUTIONARY WAR, 1775 - 1783

Objective Describe the Revolutionary War

Pre-Reading

Oral: Your teacher will read the following paragraph two times. Listen the first time. The second time, fill in the missing words.

The second Continental Congress met in Philadelphia in
1) __________. The men signed the Declaration of
2) _______________. The war with England began. George
3) _______________ was the chief of the army. The militia
fought battles in the 4) _____________. The war lasted for
5) ___________ years.

Vocabulary:

Read the following vocabulary words.

battle - a big fight during a war

revolution - a large change; sometimes, a war to change a government

(to) **defeat** - to win over someone or something

victory - winning a war or game

treaty - an official document between two countries. It says the countries agree to do something or not to do something.

Reading

The Revolutionary War For Independence

The first **battles** between the English and the colonists were in Massachusetts at Lexington and Concord in April 1775. The British soldiers **defeated** the American militia. In June 1775 the Americans fought the British near Boston. The British won, but many of their soldiers died.

In July 1776, the representatives to Congress signed the Declaration of Independence. The war was a **revolution** for independence. The English soldiers had a lot of training. At first, the war was difficult for the American militia. They did not have a lot of training. But, George Washington was a good leader.

In 1778 France decided to help the Americans. They sent guns and soldiers to the colonies.

The war continued for 8 years. In 1781, the British stopped fighting at Yorktown, Virginia. Finally the **victory** was for the Americans.

The official end of the war came in 1783. Representatives from England and the U.S. signed the **Treaty** of Paris. The treaty said the 13 colonies were independent states. The boundaries for America were: the Atlantic Ocean to the east, the Great Lakes to the north, the Mississippi River to the west, and Florida (a Spanish colony) to the south.

Using the Reading:

A. Read the paragraphs above carefully to complete the information on the timeline below. Sometimes you have to write the date. Sometimes you have to write the event.

April 1775	Battles of Lexington and Concord
1) ________	Battle near Boston
July 4, 1776	The signing of the 2) ____________________________
1778	3) ____________ sends some guns and 4) __________ to America
5) _______	The Americans win the victory at 6) _______________, Virginia
1783	7) ____

B. Form a small group. Talk about revolutions in your country. Did your country have one or more revolutions? When was the revolution? Who won? Why did the people in your country have a revolution?

Make a list of revolutions in your countries.

Testing skills

Read the following conversation. Circle the letter of the best responses for Ramon.

INS official: Let me ask you some questions about U.S. history. When did the Revolutionary War begin?

Ramon: 1a) Let me think for a minute...
b) What is a Revolutionary War?
c) against England

INS official: Tell me the year it started.

Ramon: 2a) It started with the Declaration of Independence
b) Was it in 1607?
c) I think it was in...in...1775.

INS official: Okay. Why did the colonists fight the war?

Ramon: 3a) I don't know.
b) I think there were several reasons.
c) The militia fought the war.

INS official: Tell me one of them.

Ramon: 4a) Because they threw tea in the water at Boston.
b) Because they did not like some laws and wanted independence.
c) Because the second Continental Congress was in Philadelphia.

Review

The Revolutionary War was fought for several reasons. Name 2.
Name a result of the Revolutionary War.

LESSON 7 THE ARTICLES OF CONFEDERATION

Objective: Describe the strong points and the weak points of the Articles of Confederation

Pre-Reading

Oral: Work with a partner. Discuss the sentences below. Do you think they are true or false? Write **T** or **F** on the line.

After the Revolutionary War:

____ 1. Life in the U.S. was easy.

____ 2. The U.S. government needed money.

____ 3. The U.S. had a King to rule the country.

____ 4. The 13 colonies became 13 independent countries.

____ 5. The 13 colonies were united.

____ 6. More people came to America from Europe.

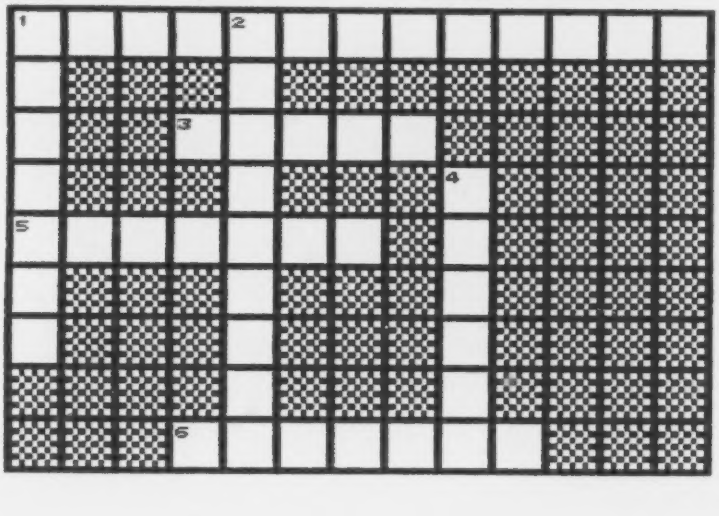
____ 7. The U.S. national government collected tax money from the 13 states.

Vocabulary:

Use the following words to complete this crossword puzzle. The clues are on the next page.

executive **defense** **central** **amend**

recruit **peace** **confederation**



Across:

1) A type of government; a group of states or provinces keep some power for themselves and share some power with a national government
3) Opposite of war
5) To get new members, enlist
6) Opposite of offense, protection

Down:

1) Important; in the center
2) Chief; head of a government
4) Changes

Information

The Articles Of Confederation

After the war, the U.S. was an independent country, but life was not easy for Americans. Some representatives to the Continental Congress wrote the Articles of Confederation. The Articles describe the new government. The states had a lot of power. The central government had a little power over all the states.

Articles of Confederation

strong points

- After the peace treaty foreign countries knew the U.S. was an independent country.
- The country was united.
- Settlers could go to the land in the west.

weak points

- Many states and the central government printed different kinds of money.
- 9 of the 13 states had to meet to pass national laws.
- The central government could not tax to get money for defense or make laws to recruit soldiers.
- All 13 states had to agree to amend the articles.
- States had too much individual power.
- The Central government could not control trade between states or with foreign countries.
- The Central government could not collect taxes. It had to ask for money from the 13 states.
- There was no executive as head of government.
- There were no courts to solve problems between states.

Using the Information:

A. Answer the following questions from the diagram.

1) In which direction did settlers move after the war?

2) How could the central government get money?

3) How many states had to meet to pass laws?

4) Is it a bad idea for states to have different money? Why or why not?

5) Why do you think there was no executive head of the government?

B. Form a small group. Choose 2 of the problems below. Discuss ways to solve the problems. Share your ideas with the class.

1) The central government needs money, but it cannot collect taxes. What can it do?

2) The army needs more soldiers. How can it get them?

3) Some representatives want to make a new law. They ask all states to send representatives to the Congress, but they do not tell the reason. Only 8 states send representatives. What can they do?

4) Connecticut, New York and New Jersey have their own money. You cannot use New York money in Connecticut. You cannot use New Jersey money in New York. It is difficult to travel or trade in different states. How can this problem be fixed?

5) Virginia grows tobacco and wants to sell it in Maryland. Maryland puts a tax on it. The tobacco is very expensive with the tax. People in Maryland do not buy Virginia tobacco. What can farmers and representatives in Virginia try to do?

Reading

Read the following paragraph one time with the missing words. Read it a second time and use the following word list to complete the paragraph. Write the correct word on the lines.

weak
goods
Third
~~country~~
independent
printed
central

The Articles of Confederation had three strong points. First, the Articles united the 1) country. Second, other countries in the world recognized the U.S. as an 2) _______________ country. 3) _____________, settlers could move west. More settlers came to America from Europe.

The Articles had many 4) ___________ points. One example was the problem of money. The central government printed one kind of money. Individual states 5) ___________ their own money. A second problem was trade. The 6) __________ government could not control trade between the states. Some states put high taxes on goods from other states. Sometimes the same 7) ___________ were cheaper from a foreign country. People bought foreign goods, not American ones. This did not help the U.S.

Testing skills

Circle the letter of the best answer.

1) Who wrote the Articles of Confederation?
   a) some representatives to the Continental Congress
   b) the King of England
   c) 9 of the 13 states

2) Which of the following was a strong point of the Articles of Confederation?
   a) The states had a lot of power.
   b) The U.S. was a united country.
   c) The central government asked the states for money to pay the army.

3) Which one of the following sentences is **true**?
   a) The Articles of Confederation described the first government for the U.S. as an independent country.
   b) 9 of the 13 states had to agree to change the Articles.
   c) It was easy for the central government to recruit more soldiers.

4) The government under the Articles of Confederation was different from the colonial government. Which sentence tells 1 difference?
   a) The colonial government had representatives to Parliament. The Articles had no representatives.
   b) Under the colonial government, the colonists paid taxes to the English government. Under the Articles, the colonists paid taxes to the central government.
   c) The colonial government had a head of government, the King. The Articles did not plan for a head of government.

Review

Name 1 strong point and 1 weak point of the Articles of Confederation.

Check your true/false answers in the beginning of this lesson.

LESSON 8 THE CONSTITUTIONAL CONVENTION

Objectives: Explain the reasons for writing the Constitution
Explain the compromises in the Constitution

Pre-Reading

Written: Read the questions below. Scan the following paragraph quickly and answer these questions. Circle yes (**Y**) or no (**N**).

1) Did the states want to change the Articles? Y N
2) Did the representatives to the convention meet in Washington, DC? Y N
3) Did all 13 states send representatives to a convention? Y N
4) Did the central government have problems with the Articles of Confederation? Y N

The states decided to change the Articles of Confederation. The central government had too many problems. The states acted like individual countries. Representatives from 12 states met in Philadelphia for a convention. They had many discussions about new ideas for the government. They wrote new rules. They called these rules the "Constitution."

Vocabulary:

Read the definitions of the following words.

Constitution - the official document of the rules for the U.S. government

convention - a large meeting of people, usually for several days or a week

compromise - a difficult agreement; different groups use only parts of their ideas for the final decision

debate - a discussion between two people or groups with different ideas or opinions; both people or groups tell their ideas

slavery - keeping people as workers without paying them or giving them freedom; having slaves

tariff - a tax on foreign goods sold in the U.S.

loose interpretation of the Constitution - a plan for understanding and following the Constitution. The Constitution does not list all the rules for the government. A loose interpretation lets the central government have more powers when necessary than the ones listed in the Constitution.

strict interpretation of the Constitution - a plan for understanding and following the Constitution. The Constitution does not list all the rules for the government. A strict interpretation tells the central government it can only to use the powers listed in the Constitution. Other powers are for the state governments and the people.

Information

Constitutional Convention Compromises

The representatives at the Constitutional Convention wanted to change the Articles of Confederation. They decided to write the Constitution, but it was not easy. Different states had different ideas about a new government. The representatives had many debates. They told their opinions. They tried to think about good things for the country.

These are some ideas and compromises made at the convention:

Debate: An Executive

Yes	No
Some representatives wanted one person or a group of people to be the head of the government.	Some representatives did not want any head of government. They did not want someone to become President for life, like a king.

Compromise: A President

One person would be President.
The term in office would be four years.
Americans would have a new election every four years.

Debate: Representation in Congress

Virginia Plan (large states)	New Jersey Plan (small states)
state population decides the number of representatives	equal number of representatives from each state

↘ ↙

Compromise: Have a Congress with two houses

House of Representatives	Senate
state population decides the number of representatives	2 representatives for each state
term: 2 years	term: 6 years

Debate: Slavery

South	North
count slaves as people for representation in Congress, but not for taxes	count slaves for taxes, but not for representation in Congress

↘ ↙

Compromise: 3/5 rule

5 slaves count as three people for taxes and representation

Debate: Tariffs

South	North
Farmers did not want taxes put on goods they sold to foreign countries.	Factory workers wanted the central government to control trade and protect U.S. goods.

↘ ↙

Compromise: Trade Rules

The central government controls foreign trade, can put tariffs on foreign goods, but cannot put taxes on U.S. goods sold to foreign countries

Using the Information:

A. Unscramble the following sentences about the convention. The first word of every sentence has a capital letter.

1. representatives/ debates/ The / many/ had.

2. about representation/ important/ compromise/ The/ very/ was.

3. senators/ sends/ state/ to/ Every/ Congress/ two.

4. The/ to/ all/ South/ for/ representation/ slaves/ wanted/ count.

5. wanted/ North/ foreign/ taxes/ The/ goods/ on.

B. Role Play a debate at the convention. Form 2 groups and divide into two sides. Choose a present situation like:

1) the speed limit on highways; or,
2) the age for buying alcohol.

Try to think of some other situations:

3)
4)

Plan a debate. Each side discusses its opinion about the situation. Give your reasons.

Reading

Debate About The Constitution

It was not easy to write the **Constitution.** Different representatives had many ideas. They had discussions and **debates** about the situations in the U.S. Sometimes the South wanted one thing and the North wanted another thing. The men wrote the Constitution slowly and carefully. They wanted it to last for a long time.

The Constitution was not accepted by all Americans immediately. After the representatives at the **convention** agreed to it, each state government had to vote on it. Now all the people could discuss the ideas in the Constitution. People wrote letters to the newspapers about their opinions.

Many people were interested in the Constitution. Two groups formed. They were the *Federalists* and the *anti-Federalists.* The Federalists wanted the states to accept the Constitution. They believed in a **loose interpretation** of the Constitution. The anti-Federalists wanted to make sure their rights and liberties were included in the Constitution. They wanted a **strict interpretation.**

The representatives signed the Constitution in 1787. The debate in the 13 states lasted 3 years. Finally, all the state governments accepted the Constitution by 1790. The Constitution became the official rules of the U.S. government.

Using the Reading:

C. All the following sentences are false. Write the true sentences.

1. The representatives wrote the Constitution quickly.

2. The representatives did not have any disagreements about the Constitution.

3. When all the representatives signed the Constitution, it became the official rules for the U.S. government.

4. The Constitution is important because it tells about the U.S. war for independence.

Testing skills

An INS official will ask you questions and you may have to think about the answers. In the box below you see some expressions you can use. Read (or listen to) the following conversation. Choose an expression in the box to complete the conversation.

Just a moment, please.
Could you please repeat that?
Let me think...

INS official: Why did the representatives write the Constitution?
Ms. Perera: They wanted to change the Articles of Confederation.

INS official: Can you tell me one problem with the Articles of Confederation?

Ms. Perera: 1) ____________________. Yes, I remember. The government couldn't get enough money from the states.

INS official: Okay. Now tell me where the Constitutional Convention was held.

Ms. Perera: I'm sorry, 2)________________________________

INS official: Where did the representatives meet for the convention?

Ms. Perera: Oh, in…in…Phila…Philadelphia.

INS official: Tell me about one debate they had.

Ms. Perera: 3) ________________________

INS official: You can take your time.

Ms. Perera: I think one debate was about representation.

INS official: Yes. What was their compromise?

(Now you write the answer for the last question.)

Ms. Perera:

Review

Look at these questions again. Circle Yes (**Y**) or No (**N**).

1) Did the states want to change the Articles? Y N
2) Did the representatives to the convention meet in Washington, DC? Y N
3) Did all 13 states send representatives to a convention? Y N
4) Did the central government have problems with the Articles of Confederation? Y N

The representatives had debates about the following:

an executive,
representation in Congress,
slavery, and
tariffs.

Do you know what compromises they made?

LESSON 9 THE U.S. CONSTITUTION

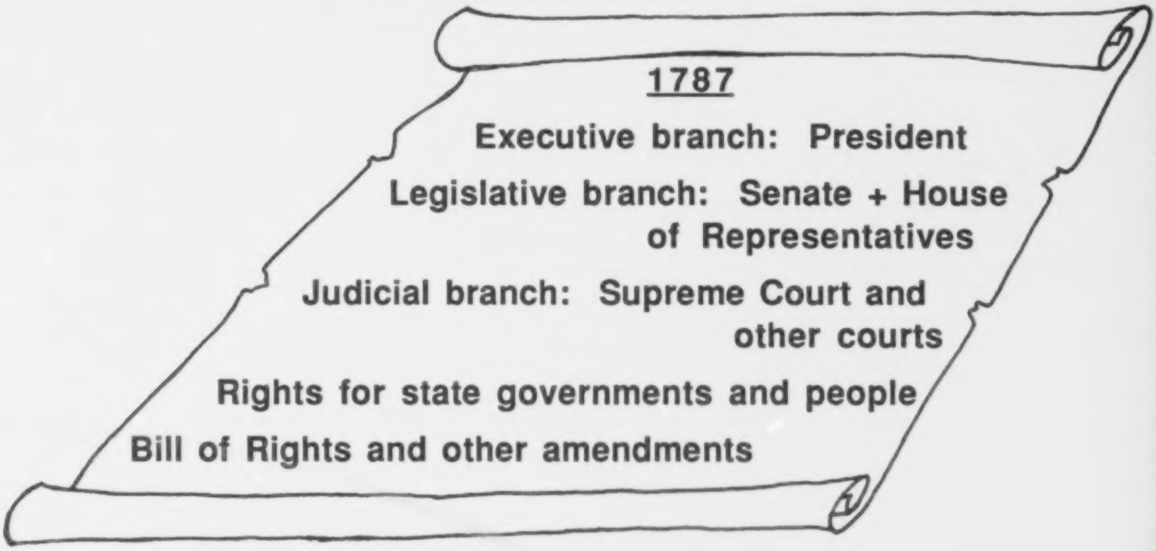
Objectives: Describe the organization of the U.S. government in the Constitution

Explain some differences between the Constitution and the Articles of Confederation

Explain the importance of the Bill of Rights

Pre-Reading

Oral: Look at the picture below. It lists important ideas in the U.S. Constitution.



1787

Executive branch: President

Legislative branch: Senate + House of Representatives

Judicial branch: Supreme Court and other courts

Rights for state governments and people

Bill of Rights and other amendments

Discuss the following questions with the class.

1. Does your country have a constitution?
2. How old is your constitution?
3. How old is the U.S. Constitution?
4. Why does the U.S. have a constitution?
5. Do you know any countries without a constitution?
6. Look at the picture. How many branches do you see for the U.S. government?
7. Does your national government have the same branches?
8. Why do you think the U.S. Constitution has amendments?

Vocabulary:

Match the words on the left with the meanings on the right. Put the correct letter on the line. You can use a dictionary to help you.

_f_ 1. **branch**
___ 2. **executive**
___ 3. **legislative**
___ 4. **judicial**
___ 5. (to) **appoint**
___ 6. (to) **ratify**
___ 7. (to) **guarantee**
___ 8. (to) **accuse**
___ 9. (to) **approve**
___10. **amendments**
___11. **lawyer**
___12. **supreme**

a. to promise or to secure something
b. the courts and their judges
c. addition/changes to the Constitution
d. to accept, 3/4 of the states say yes
e. the President, Vice President, etc.
~~f.~~ part of the U.S. government
g. highest
h. to choose for a position
i. this person studies the laws & courts
j. to say someone did something wrong
k. Congress, the representatives to the Senate and House of Representatives
l. to say "yes" to something, like an appointment; to agree

Written: Read the following statements about the Constitution. Which ones do you think are true? Check (√) them.

___ 1. The Articles of Confederation did not plan to have a leader for the country. The Constitution does plan to have one leader.
___ 2. The state governments are very strong in the Constitution.
___ 3. There are two parts of Congress in the Constitution.
___ 4. The central government can control foreign trade in the Constitution.
___ 5. We cannot amend the Constitution.
___ 6. The Constitution is older than the Articles of Confederation.

Information

The U.S. Constitution

We have a *living* Constitution. It explains our system of government. The main document is the same today as it was in 1787. But we made some changes and additions in the amendments. The main part of the Constitution has seven articles (I - VII). By 1791 there were 10 amendments. They are called the Bill of Rights.

ARTICLE	WHO/WHAT	WHAT IT DOES
I	**Legislative** (Congress)	Makes laws, decides taxes, opens post offices, declares war, controls trade. Senate approves treaties & people for the courts (appointed by the President).
II	**Executive** (President)	Gives ideas for laws & treaties, appoints people to the federal courts, gives information to Congress. One term in office = 4 years. Chief of the Army & Navy.
III	**Judicial** (judges & courts)	Decides if laws are okay; can tell Congress to change laws if they are against the Constitution. Helps protect people's rights.
IV	**States**	Each state has a republican form of government. States can make some state laws. States respect the laws of other states
V	**amendment process**	Tells how to amend the Constitution: 3/4 of the states must approve.
VI	**supreme law**	Says the Constitution is the supreme law of the U.S.
VII	**ratification**	Tells how to ratify the Constitution: 3/4 of the first 13 states must approve.
	Bill Of Rights	First ten amendments, guarantees rights and freedoms to people in the U.S.

Using the Information:

A. Complete the following exercise. Look at the chart (and the vocabulary) to find the words to write in the blanks.

The federal government has three branches: legislative, 1) executive and judicial. The legislative branch is the Congress. It has the 2)________ and the House of Representatives. They pass laws and decide 3) _________. Congress can start post 4) ___________ also.

The President is part of the 5) ____________ branch. He or she can give information and ideas about laws and 6) __________ to Congress. He or she can appoint people to be judges. Judges are part of the judicial 7) ____________. The Constitution sets up state and federal 8) ___________. They decide if laws agree with the Constitution.

States and people have powers also. States can make 9) _______. Many rights and freedoms guaranteed for the people are in the 10) _________ of 11) __________. If people and Congress want to make a change to the Constitution, they can try to pass an 12) ____________. If 3/4 of the states agree to the change, it becomes official.

Reading

The Bill Of Rights

Three years after the representatives signed the Constitution all the states **ratified** it. The states had different reasons for debating if the Constitution was good or bad. In one debate, some states did not want the President to become like a king. In another debate, some states wanted to make sure their states had some powers.

One of the biggest debates was about **guaranteeing** rights and freedoms to the people. The representatives decided to add 10 **amendments** to the Constitution immediately. They wrote the Bill of Rights. All the states quickly agreed to these amendments.

We speak about some of these amendments more often than the others. The *First (1st) Amendment* says we have freedom of religion, speech, press and assembly. We can follow any religion, say or write our thoughts, and meet in groups. The *Second (2nd) Amendment* says we can have guns for our protection, but Congress can make laws about buying and selling them. The *Fourth (4th) Amendment* says police must have a court paper before they can search our homes. The *Fifth (5th) Amendment* says you do not have to talk against yourself at a trial in court. The *Sixth (6th) Amendment* says if someone accuses you of a crime, you have the right to a fair and speedy trial. You can also have a lawyer to help you.

Using the Reading:

B. Discuss the following situations with a partner. Does the Constitution say they are okay? Check yes (**Y**) or no (**N**).

	Y	N
1) A citizen does not like some laws. She writes complaint letters to the newspaper.	___	___
2) The law says you must be 21 years old to buy a gun. Hoang is 18. He reads the 2nd amendment and decides to buy a gun.	___	___
3) The President wants to change the name of his job. He wants to become a king.	___	___
4) Miss Ricaurte's family is Catholic. She wants to practice a different religion.	___	___
5) The police accuse Joe of taking money from a store. They ask him many questions. He does not want to answer. He wants a lawyer first.	___	___

C. Use the following words to write questions. You will need to add some words. Then answer the questions.

1) Who/ ratify/ Constitution?

Q: Who had to ratify the Constitution?

A: 3/4 of the states

2) What/ were/ 10 amendments/ called?

3) Which/ amendment/ gives/ speech?

4) What/ fifth amendment / say?

5) Who/ right/ fair/ speedy trial?

Testing skills

Read the first sentence in the following questions. Look at the choices. Which choice has the same meaning as the first sentence? Circle the letter of the best choice.

1) There are three branches in the U.S. government.
   a) There are three governments: city, state and federal.
   b) The U.S. government has three parts: executive, legislative and judicial.
   c) The branches in the U.S. government are important.

2) The judicial branch decides if the laws agree with the Constitution.
   a) The judicial branch decides if laws are okay.
   b) Judges change laws if they are not okay.
   c) The judicial branch tells Congress to change laws.

3) The first ten amendments guarantee certain rights and freedoms.
   a) The first ten amendments are part of the Constitution.
   b) Certain rights and freedoms are in the Constitution.
   c) Certain rights and freedoms are guaranteed in the Bill of Rights.

4) All the states did not ratify the Constitution immediately.
   a) Some states took some time before they ratified the Constitution.
   b) All the states ratified the Bill of Rights.
   c) The representatives signed the Constitution.

5) You can have a lawyer for defense.
    a) You have the right to a fair and speedy trial.
    b) A lawyer can defend you.
    c) The sixth amendment tells you about lawyers.

Review

Can you ______________________________?

name 2 things the legislative branch does?

name 2 things the executive branch does?

name 1 thing the judicial branch does?

name 5 rights and freedoms in the Bill of Rights?

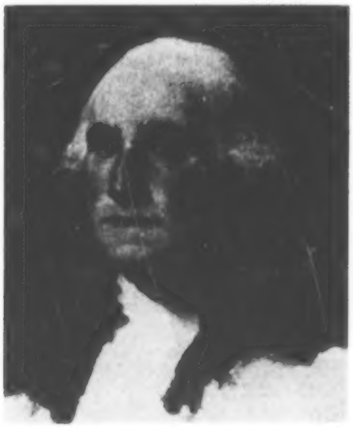
name 2 differences between the Articles of Confederation and the Constitution?

LESSON 10 THE FIRST PRESIDENT

Objective: Identify the first president of the U.S.
Identify the Presidents' Day holiday

Pre-Reading

Oral: Look at the picture below. He is a famous American.



Work with a partner. Who is the person in the picture? What do you know about him? List three things.

1)

2)

3)

Share your list with the class.

We call the leader of the United States the **President.** What do you call the leader in your country?

Vocabulary:

Read the definitions of the following words.

Cabinet - a group of advisors to the President

U.S. foreign policy - the way the U.S. government plans to act with other countries of the world

Secretary of Treasury - one of the Cabinet members, head of the Treasury Department. The **Treasury Department** collects taxes and controls the money.

Secretary of State - one of the Cabinet members, head of the State Department. The **State Department** helps plan U.S. foreign policy.

Secretary of War - one of the Cabinet members, responsible for the Army and Navy.
(Now this person is called the Secretary of Defense.)

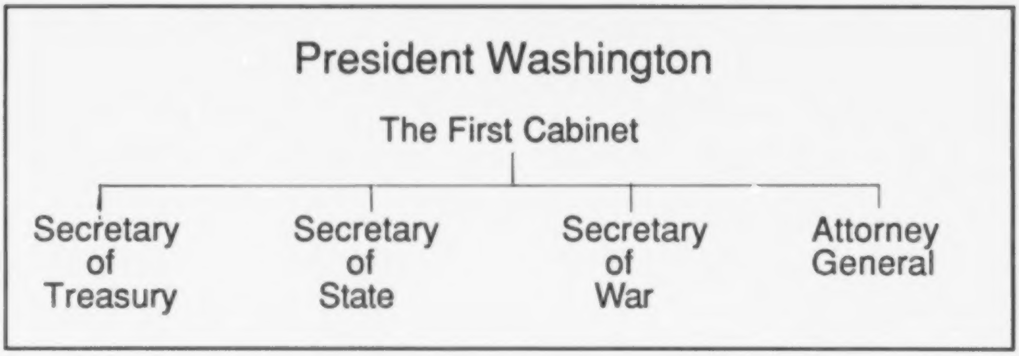
Attorney General - one of the Cabinet members, head of the Justice Department. The **Justice Department** makes sure people in the U.S. follow the laws.

Farewell Address - a public talk by Washington at the end of his term as president.

precedent - an example or rule to follow in a similar future situation

isolation - a policy of being alone or separated from others

unanimous - everyone agrees to something; no opposition


President Washington
The First Cabinet
Secretary of Treasury
Secretary of State
Secretary of War
Attorney General

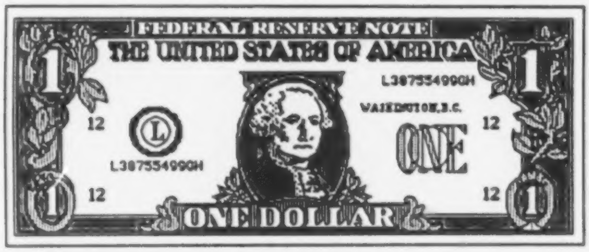
Written: Look at the groups of four words below. One word is different from the others. Circle the word that does not belong.

Example: England France [✓ explorers] Spain
Answer: explorers (England, France and Spain are all names of countries.)

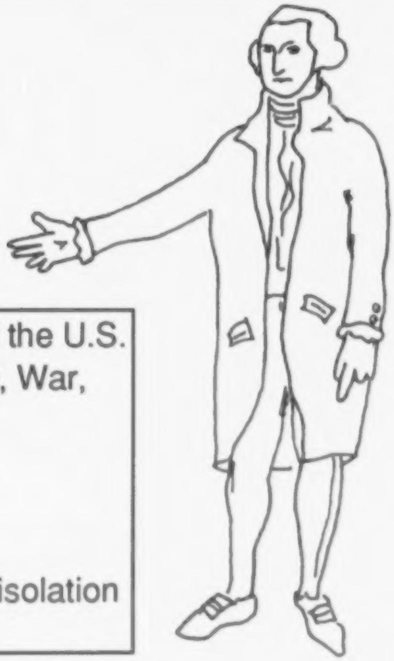
1	a) State	b) Judges	c) Treasury	d) Cabinet
2	a) Executive	b) Senate	c) Congress	d) Representatives
3	a) Secretary of State	b) Foreign policy	c) State Department	d) Money
4	a) Rule	b) Law	c) Amendment	d) Branch

Information

George Washington
1732 - 1799


FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
1
L
12
WASHINGTON, D.C.
ONE
ONE DOLLAR

Commander-in-Chief	Father of Our Country
•Fought in French & Indian War	•Hero in Revolutionary War
•Head of American militia in Revolutionary War	•Leader of the Constitutional Convention
•Head of the army and navy as President	•Signer of the Constitution •National holiday: Presidents'Day



President 1789 - 1797

- •Unanimous election - first President of the U.S.
- •Set up Cabinet: Departments of State, War, Treasury, and Attorney General
- •Two terms in office
- •Wanted a loose interpretation of the Constitution
- •Farewell Address - wanted American isolation from European problems

Using the Information:

A. Match the second part of the sentence (on the right) with the first part of the sentence (on the left). Put the letter of the correct answer on the line.

_b_1. George Washington fought
__2. Washington set up a Cabinet
__3. Washington was the leader of the American army
__4. In Washington's Farewell Address
__5. When Washington left after two terms as President,
__6. We know the people wanted Washington to be the 1st President,

a. he was 65 years old.
✓b. in two wars.
c. because the election was unanimous.
d. during and after the Revolutionary War.
e. he discussed U.S. foreign policy.
f. with four departments.

B. Form a small group. Think about the leaders of your countries.

What do you think are some strong points for a good leader?

These were some strong points for George Washington:
brave man
good military chief
able to make compromises
had new and good ideas about the presidency (like the Cabinet)

Make a list of other strong points for a leader:
1)
2)
3)
4)

Reading

The Life of George Washington

George Washington was born in 1732. He grew up in the Virginia Colony. During the French and Indian War, he fought with the British. He was a good soldier.

Washington wanted the American colonies to be independent. When the representatives at the Continental Congress asked him to be the chief of the militia, he agreed. He taught the men in the militia many things about fighting. He trained the men well. The colonies won the war with help from French soldiers.

Washington knew the Articles of Confederation were not very good for the U.S. He agreed to lead the Constitutional Convention. He helped form compromises during the debates. He wanted the states to ratify the Constitution, so he wrote letters and spoke to people in different states about it.

In 1789 Washington became the first President of the U.S. All the representatives voted for him. No one voted against him. His election was **unanimous**. His vice president was John Adams.

He did not want to be like a king. He asked people to help him. They were his advisors, or **Cabinet** members. Now every President has a Cabinet. Washington's Cabinet had four Secretaries: **State**,

War, **Treasury**, and **Attorney General.** The number of Secretaries can change. In 1987, the Cabinet had 13 members.

Washington was elected for a second term. But, he decided to leave the office of President after the second time. Washington also gave an important **Farewell Address**. In his talk, he gave ideas for U.S. **foreign policy**. He suggested American **isolation**. He did not want the U.S. to become part of European problems. He knew the U.S. had problems itself, and Americans had to help make their own country better first.

George Washington lived at Mount Vernon in Virginia after the presidency. He died in 1799. Washington was a great man. Americans call him the "Father of Our Country." We remember him and another great president, Abraham Lincoln, on Presidents' Day. It is a national holiday in February.

Using the Reading:

C. Complete the following outline about George Washington's life. Use the information in the Reading to help you.

I. Early life

A. Born in 1732

B. Lived in __________

C. Fought in the ______________________________

II. Revolutionary War and the New Country

- A. Chief of ____________________
    - 1. trained the men well
    - 2. worked with soldiers from __________
- B. Leader of the __________________________ in Philadelphia
    - 1. helped form _____________
    - 2. wanted ratification of the Constitution
        - a. wrote letters
        - b. ____

III. President

- A. Formed a Cabinet
- B. _____ terms in office
- C. Farewell Address
    - 1. discussed _________________________________
    - 2. wanted the U.S. to be isolated

IV. Father of Our Country

- A. We celebrate ___________________ to remember him
- B. Was a great man

Testing skills

Your teacher will read questions to you. Look at the answers below.
Circle the letter of the best answer.

Example: The teacher will ask: Where was George Washington born?
You see: [✓ a)] Virginia
b) Philadelphia
c) England
The correct answer is **a.**

1a) 1732
b) 1789 -1797
c) during the Revolutionary War

2a) He only stayed for 2 terms.
b) He was elected President.
c) He was the Commander-in-Chief.

3a) July
b) November
c) February

4a) in his Farewell Address
b) with the Attorney General
c) during the Revolutionary War

5a) Writer of the Declaration of Independence
b) Vice President of the U.S.
c) Father of Our Country

Review

Who was the first President of the U.S.?
Name 2 important things he did before he became President.
Name 1 important thing he did as President.
What holiday do we celebrate for him?

LESSON 11 THE BEGINNINGS OF POLITICAL PARTIES

Objective: Identify the first major political parties in the U.S., their characteristics and their leaders.

Pre-Reading

Oral: Discuss these questions with the class.

What is a political party?
Do you have political parties in your country?
Some countries, like Zaire, have one political party.
Other countries, like Lebanon, have many parties.
How many parties do you have in your country?
Do you or did you belong to a political party?
What is/was the name of it?

Written: Scan this paragraph from the *Federal Citizenship Text Series - U.S. History 1600-1987.* Circle the following words as you read.

Democratic-Republican
two-party system
other political parties
open

"The Federalists and the Democratic-Republicans formed the first political parties in the U.S. and the two-party system has provided the basis for the U.S. government. Two of today's parties have roots in these early parties. They are the Republicans (Federalists) and the Democrats (Democratic-Republicans). There are other political parties, also. Having more than one party keeps the political system open and balanced."

Think about this: Why are political parties important?

Reading

Two Political Parties: Federalists and Democratic-Republicans

Many Federalists were rich people like bankers and they lived in the northern states. They wanted to have a strong central government. They thought a loose interpretation of the Constitution was important. They followed a neutral position of foreign policy (this means they did not help one side or the other during a war), but they liked England. Two leaders of this party were Alexander Hamilton and John Adams.

Most Democratic-Republicans were not rich people. They were farmers and small store owners. They usually lived in the southern and western states and territories. They wanted the states and the people to have power and to have a weak central government. They believed in a strict interpretation of the Constitution. They also followed a neutral position on foreign policy, but they liked France. Thomas Jefferson and James Madison were two leaders of the Democratic-Republicans.

Using the Reading:

A. Complete the chart below. Use the information from the paragraphs.

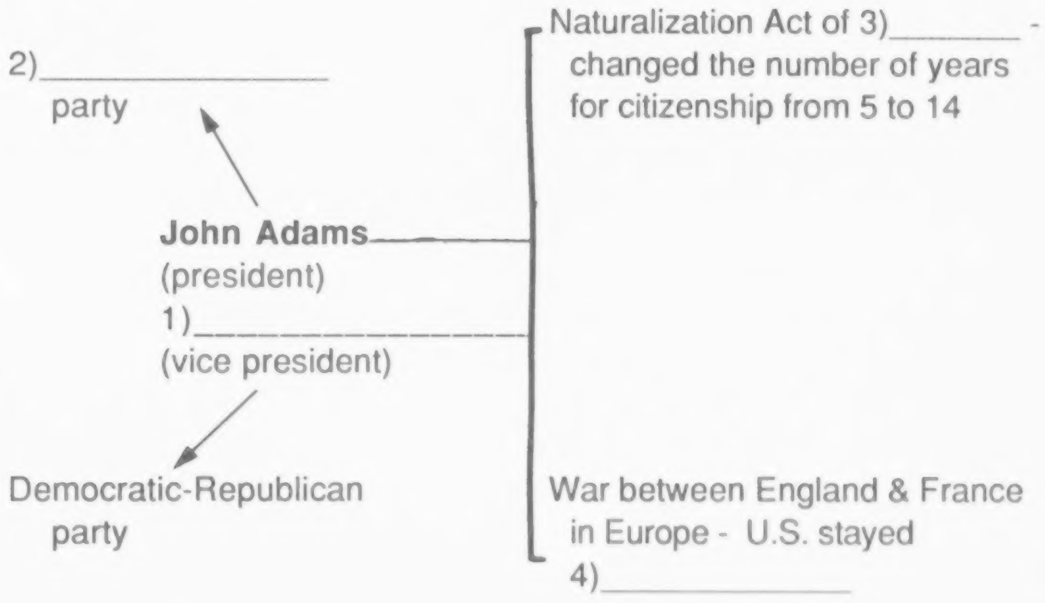
	Federalists	*Democratic-Republicans*
Type of people	rich people - bankers	
Where most people lived		
Type of government they wanted		strong states, weak central
Constitutional interpretation		strict
Position on foreign policy	neutral	
Liked England or France better?		France
Leaders	1) 2)	1) 2)

B. Work with a partner. One person uses Diagram 1. The other person uses Diagram 2. You have half of the information. Your partner has the other half. You both want to complete your diagrams. Take turns asking each other the questions below your diagram. Write your partner's answers in the blank spaces in your diagram.

Do not look at your partner's diagram!

Diagram 1

The Presidency of John Adams, 1797 - 1801



2)________________
party

John Adams
(president)
1)________________
(vice president)

Democratic-Republican
party

Naturalization Act of 3)________ -
changed the number of years
for citizenship from 5 to 14

War between England & France
in Europe - U.S. stayed
4)______________

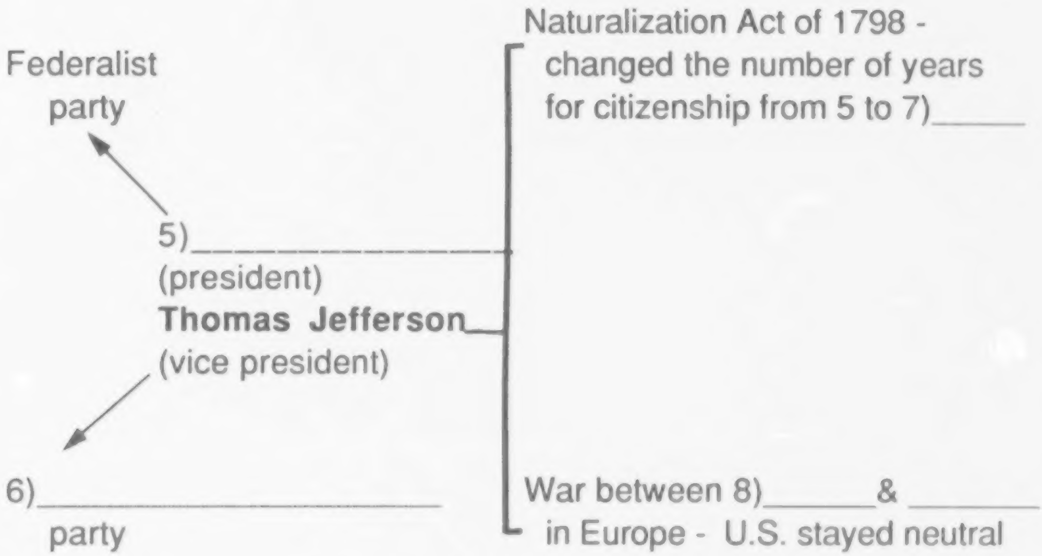
Ask your partner:
1) Who was vice president when Adams was president?
2) What was John Adams' political party?
3) What year did Congress pass the Naturalization Act?
4) What position did the U.S. take on foreign policy?

B. Work with a partner. One person uses Diagram 1. The other person uses Diagram 2. You have half of the information. Your partner has the other half. You both want to complete your diagrams. Take turns asking each other the questions below your diagram. Write your partner's answers in the blank spaces in your diagram.

Do not look at your partner's diagram!

Diagram 2

The Presidency of John Adams, 1797 - 1801



Federalist party

5)________________ (president)

Thomas Jefferson (vice president)

6)________________ party

Naturalization Act of 1798 - changed the number of years for citizenship from 5 to 7)_____

War between 8)______& _______ in Europe - U.S. stayed neutral

Ask your partner:
5) Who was president when Jefferson was vice president?
6) What was Thomas Jefferson's political party?
7) The Naturalization Act changed the number of years for citizenship. How many years were necessary?
8) What two countries fought in Europe?

Testing skills

Read the following interview between the INS official and Haji. Circle the letter of the best response for Haji.

INS official: Early in U.S. history political parties formed. Tell me the first two.

Haji: 1 a) Please repeat the question.
b) I'm sorry.
c) Yes, there were two parties.

INS official: What were the first two political parties in the U.S.?

Haji: 2 a) Oh, I understand. After George Washington was president.
b) I think they were the Federalists and the Democrat-Rep... Rep... Rep...
c) I want to be a Democrat.

INS official: Republicans?

Haji: 3 a) Yes, that's it.
b) No, Democrat.
c) John Adams was one.

INS official: Here's the next question. Who was the second president of the U.S.?

Haji: 4 a) Thomas Jefferson
b) George Washington
c) John Adams

INS official: Okay. Did the U.S. help one country when England and France fought in 1793?

Haji: 5 a) Yes, the U.S. helped England.
b) Just a moment, please... No, I think the U.S. was neutral.
c) I'm not sure... Maybe France.

Review

Name the first 2 political parties.

1) _ E _ _ _ A _ _ _ T _

2) _ _ M _ _ R _ _ I _ - R _ _ _ B _ _ C _ _ _

LESSON 12 REVIEW: EARLY AMERICA

This lesson will help you review the information in lessons 1 - 11. If you need help with these exercises you can look back at these lessons.

A. Read the following descriptions of people, documents and holidays. Choose one of the terms from the box below to answer the questions.

Declaration of Independence
Articles of Confederation
Constitution
~~**Bill of Rights**~~
George Washington
Thomas Jefferson
Independence Day
Presidents' Day
Thanksgiving

1. This document guarantees certain rights and liberties for Americans. What is it? Bill of Rights

2. I wrote most of the Declaration of Independence. Who am I?
____

3. We celebrate this holiday on the 4th of July. What is it?
____

4. This document explained the rules for the first U.S. government. It was not very good because the central government was weak. What is it? ____________________

5. This holiday was the first American holiday. We celebrate it in November. What is it? ____________________

6. This document said the American colonies wanted to be free. What is it? ____________________

7. This holiday honors George Washington and Abraham Lincoln. We celebrate it in February. What is it? ____________________

8. This document explains the U.S. system of government. It tells about three branches: executive, legislative and judicial. What is it? ______________________

9. I was the first U.S. president. Who am I? ___________________

B. Complete the following puzzle. Use the vocabulary from lessons 1 -11. The definitions are on the next page. The first letter for each word is given to you.

1. **R** I G H T S
2. **E** _ _ _ _ _ _ _
3. **V** _ _ _
4. **O** _ _ _ _ _ _
5. **L** _ _ _ _ _ _ _ _ _ _
6. **U** _ _ _ _ _
7. **T** _ _ _ _
8. **I** _ _ _ _ _ _ _ _ _ _ _
9. **O** _ _
10. **N** _ _ _ _
11. **A** _ _ _ _ _ _ _ _ _
12. **R** _ _ _ _ _ _ _ _ _
13. **Y** _ _ _ _
14. **W** _ _ _
15. **A** _ _ _ _ _ _ _
16. **R** _ _ _ _

Definitions

1. Basic things we can do, our freedoms.
2. This person travels to discover new places.
3. To say "no."
4. This INS _________ may ask you some oral questions.
5. The branch of the U.S. government with the Senate and House of Representatives.
6. Joined together.
7. To buy and sell things with other people or countries.
8. The Revolutionary War is also called the War for ____________.
9. The opposite of on.
10. A direction; the opposite of south.
11. The Bill of Rights has the first ten ________________.
12. One of the first two political parties: Democratic-_____________.
13. The opposite of old.
14. A direction; the opposite of east.
15. The first rules for the U.S. government, the ____________ of Confederation.
16. One of the first colonies; it was settled for religious freedom: ________ Island.

C. Complete the timeline below. It tells about some important events in early America. Fill in the correct dates and actions.

1492 ______________ sailed to ________________.

_____ Jamestown Colony began.

1620 ____.

1775 - 83 ____.

______ Representatives signed the Declaration of Independence.

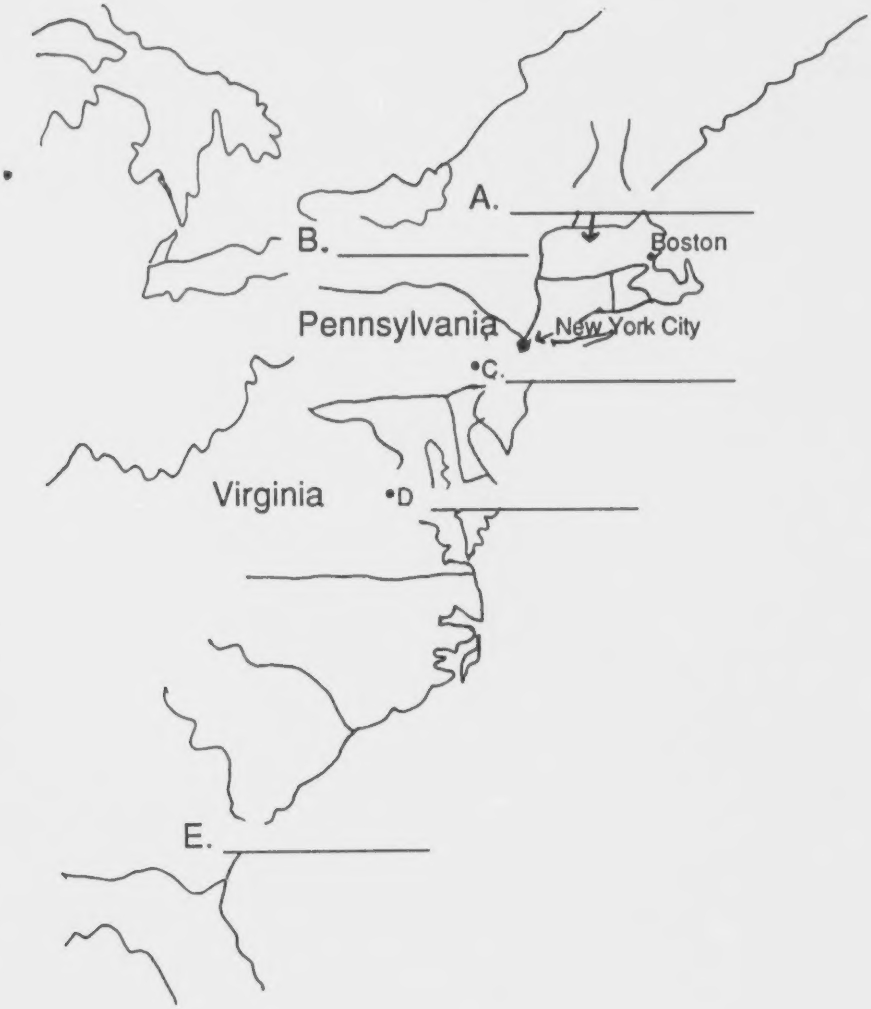
1787 ____.

_____ George Washington became the first President.

_____ John Adams became the second President.

D. Locate the following places on the map below. Write the name next to the letter.

Georgia	**Massachusetts**	**New York**
	Jamestown	**Philadelphia**


A. ____________
B. ____________
Boston
Pennsylvania
New York City
•C. ____________
Virginia
•D ____________
E. ____________

E. Work with a partner. One person uses Chart 1. The other person uses Chart 2. You have half the information. Your partner has the other half. You want to complete your charts. Take turns asking each other questions about the charts. For example, you can ask, " Do the Articles of Confederation have an executive?"

Chart 1

Articles of Confederation		U.S. Constitution
executive	____________	executive branch with President
tax	cannot tax the people or the states	____________ the people or the states
Congress	1 house of Congress	____ houses of Congress
trade	____________	control over trade between states & with foreign countries
laws	9 of 13 states needed to pass laws	____________ needed to pass laws in Congress
money	____________ ________, printed by the central government ____________	only one kind of money, printed by the central government
amend-ments	________ must agree to amendments	3/4 of the states must agree to amendments
courts	no judicial branch or federal courts, only state courts	judicial branch with ________ and ____________ courts

E. Work with a partner. One person uses Chart 1. The other person uses Chart 2. You have half the information. Your partner has the other half. You want to complete your charts. Take turns asking each other questions about the charts. For example, you can ask, "Does the Constitution have an executive?"

Chart 2

Articles of Confederation		**U.S. Constitution**
executive	no executive	____________________ ____________________
tax	________ the people or the states	can tax the people and the states
Congress	____ house of Congress	2 houses of Congress
trade	no control over trade	______________________ ______________________
laws	_______ states needed to pass laws in Congress	simple majority needed to pass laws in Congress
money	many different kinds of money, printed by the central government and other states	________________ of money, printed by the _______ government
amend-ments	all states must agree to amendments	____ of the states must agree to amendments
courts	no ____________ or ___________, only state courts	judicial branch with federal and and state courts

LESSON 13 THE WAR OF 1812

Objectives

Explain the importance of the War of 1812
Explain the importance of *The Star Spangled Banner*

Pre-Reading

Oral:

This is a picture of the U.S. flag. The U.S. flag is also called *The Star Spangled Banner.* Our national song, *The Star Spangled Banner*, is about the U.S. flag.

Form a small group. Discuss these questions.

1) How many stars are on the U.S. flag?
2) How many stripes are on the U.S. flag?
3) What do the stars represent?
4) What do the stripes represent?

5) What does the flag of your country look like?
Can you draw it?
6) When do people sing *The Star Spangled Banner*?
7) Does your country have a national song (anthem) ?
When do you sing the national song in your county?
Can you sing your national song?

Vocabulary:

Match the words on the left with the definitions on the right. Put the letter on the correct line. You can use your dictionary if you need help.

_d_ 1. **anthem**
___ 2. (to) **attack**
___ 3. **result**
___ 4. (to) **cause**
___ 5. **event**
___ 6. **speech**
___ 7. (to) **increase**
___ 8. **industry**
___ 9. (to) **interfere**
___10. **nationalism**
___11. **British**

a) a talk to a group of people
b) another name for English people
c) to make larger; to grow
d) ✓ national song of a country
e) what happens after an action
f) to make something happen
g) something important that happens
h) to fight; to use violence
i) love for your country
j) factories that make manufactured goods.
k) to make problems; to get in the way

Information

The War of 1812
Between the U.S. and England

CAUSES:	England and France were fighting a war The U.S. wanted to trade with both countries. The U.S. wanted free trade.
	Sometimes British ships stopped American ships. Sometimes they took American men off the ships.
	Americans moved west. Sometimes they had problems with the Indians. Some people said the British in Canada helped the Indians attack.
EVENTS:	Americans started fighting the British in Canada.
	The British burned important buildings in Washington.
	The British attacked Baltimore, Maryland. Francis Scott Key wrote *The Star Spangled Banner.*
	Americans started to build factories.
RESULTS:	The war ended in 1814. No one won the war.
	U.S. wanted isolation again.
	Nationalism became important. All Americans worked together.
	U.S. industry increased.
	U.S. started to improve transportation.

Using the information:

A. Read the following sentences. Every sentence has a word or some words underlined. Look at the chart again. Write a word or words with the same meaning as the underlined words below, for

Example:

Americans wanted to buy and sell goods to England and France.
trade with

1) The British helped the Native Americans attack.

2) The Americans attacked Canada.

3) The British set fire to many buildings.

4) After the war, love of the country became important.

5) U.S. industry grew.

B. Now you will hear the U.S. national anthem, *The Star Spangled Banner*, several times. First, close your book and listen. Then open your books and use these words to complete the anthem.

stars
banner
see
stripes
free
light
flag
brave
bombs

Oh, say, can you 1) ________, by the dawn's early 2) ________,
What so proudly we hailed at the twilight's last gleaming?
Whose broad 3) ________ and bright 4) ________ , through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the 5) ________ bursting in air,
Gave proof through the night that our 6) ________ was still there.
Oh, say, does that star-spangled 7) ________ yet wave
O'er the land of the 8) ________ and the home of the 9) ________?

C. Form a small group. Discuss "nationalism."
Is nationalism strong in your country?
Do you think nationalism is very strong in the U.S. today?
How do people show their feelings of nationalism?

Reading

The Monroe Doctrine

Americans were proud of the U.S. after the War of 1812. All the states worked together during the war. In the North, people built factories. In the South and West, farmers produced food. The country became stronger.

Many Latin American countries became independent between 1814 - 1824. The U.S. and the Latin American countries had the same idea--"independence". The U.S. wanted to help these countries stay independent.

In 1823, President Monroe made an important speech. This speech is called the *Monroe Doctrine*. Monroe said:

1) European countries should not **interfere** with the independent countries in North and South America.
2) European countries should not start any new colonies in the Americas.
3) The U.S. would not interfere with any European colonies still in the Americas.
4) The U.S. would not interfere with problems in Europe.

Monroe wanted a policy of isolation. He told the European countries to leave all the North, South and Central American countries alone. If the Europeans **attacked** an American country, the U.S. would act against them. The ideas of the Monroe doctrine are still used today.

Using the Reading:

D. Read the sentences below. Circle true (**T**) or false (**F**).

1. Monroe was a U.S. President. T F
2. The U.S. did not want to help the South American countries. T F
3. Americans built many factories in the South after the War of 1812. T F
4. There were many new European colonies in the Americas after the War of 1812. T F
5. The U.S. wanted to fight another war in Europe T F

Testing skills

Circle the letter of the best answer.

1. The U.S. fought __________ in the War of 1812.
   a) England b) France c) Mexico

2. __________ won the War of 1812.
   a) England b) The U.S. c) No one

3. *The Star Spangled Banner* is our national __________.
   a) prayer b) anthem c) holiday

4. Industry ___________ during and after the War of 1812.
   a) increased b) decreased c) stopped

5. Nationalism is a strong love for your __________.
   a) city b) family c) country.

Review

Complete these words. Why are they important?

S___ S___G___ B__N__

_AT__N_L_S_

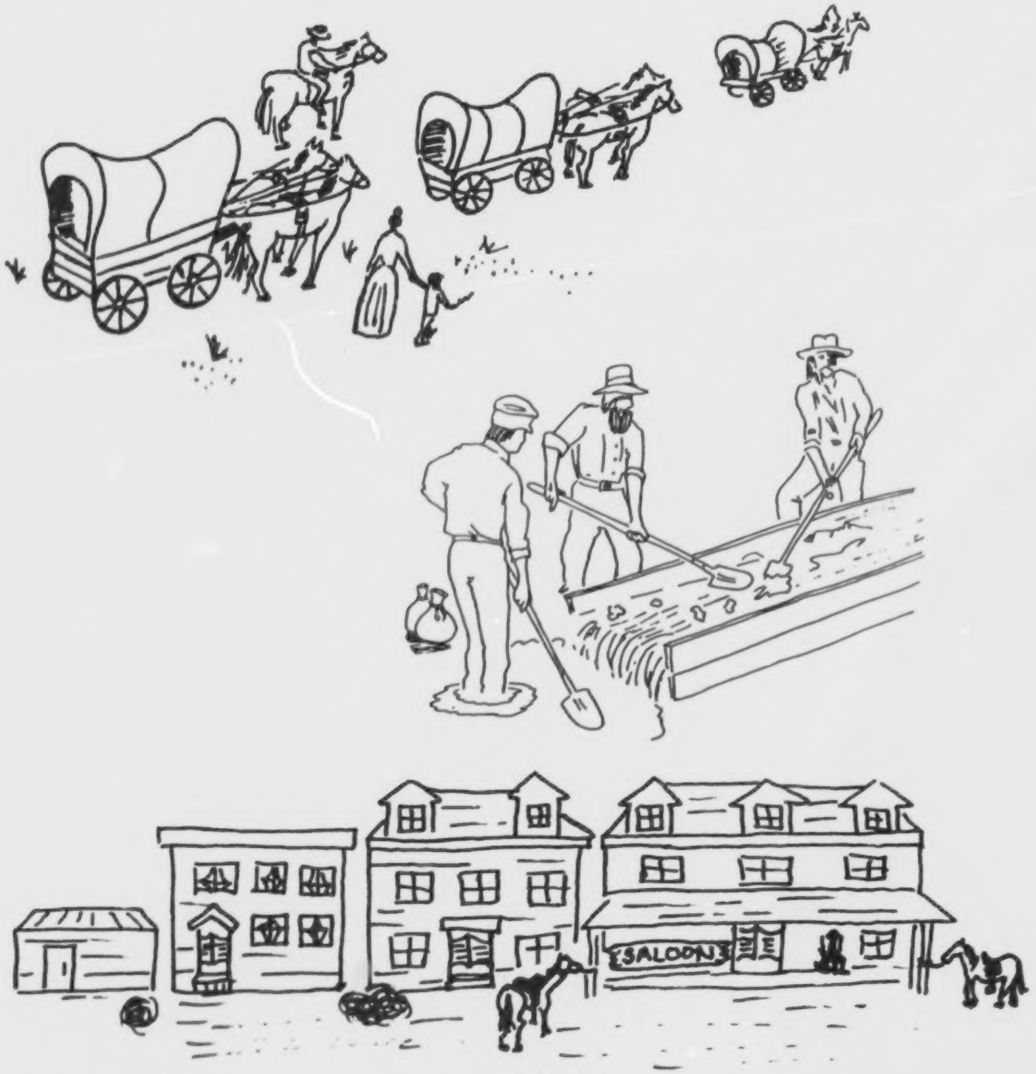
M__R__ _OC__IN_

LESSON 14 THE NATION GROWS

Objectives Identify the new territories of the U.S. in the 1800's
Explain why people wanted to go west

Pre-Reading

Oral: Form a small group. Talk about the American West. Make of list of everything you know. These pictures will give you some ideas to start. Later, share your group's list with the other groups.



Vocabulary:

Read the definitions of the following words.

annexation - taking control of land from another country
cattle - cows
cession - when one country gives land to another country
destiny - fate; something that will definitely happen
(to) **expand** - to become larger; to grow
farmland - land for farming

Written: Scan the paragraph below. Are the following sentences true (**T**) or false (**F**)? Circle T or F.

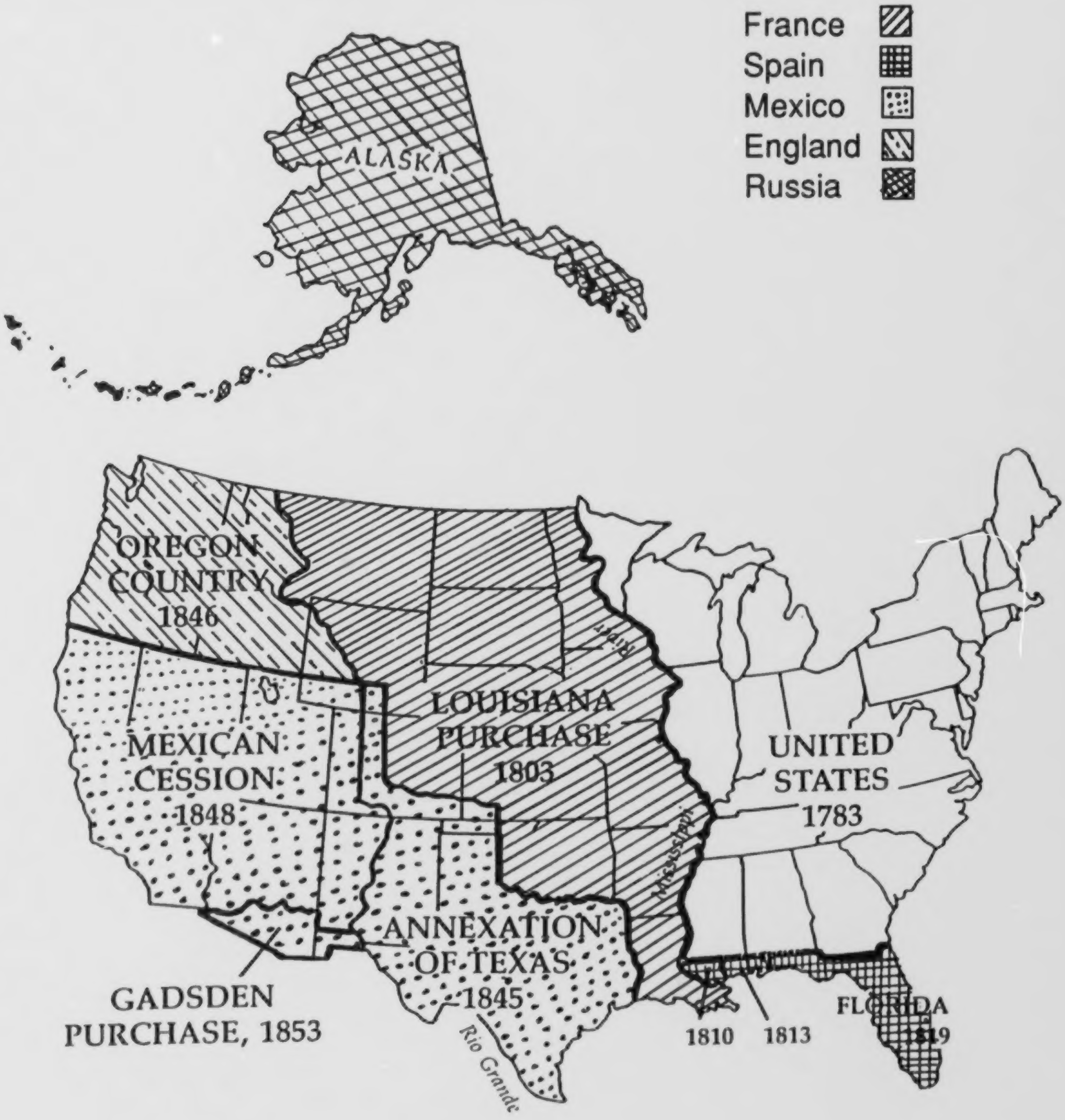
1) Americans wanted to use the Mississippi River. T F
2) The land in the West was good for cattle. T F
3) People wanted to build factories in the West. T F
4) Gold was discovered in Texas. T F
5) The U.S. expanded in the 1800's. T F

There are many reasons the U.S. expanded in the 1800's. Many Americans wanted farmland in the West. They wanted land to raise cattle. Americans wanted to transport goods on the Mississippi River to New Orleans. Some people were tired of factory work. They wanted to go west. Others went west because they heard there was gold in California and Alaska. The U.S. government wanted to control all the land from the Atlantic Ocean to the Pacific Ocean. They wanted all foreign countries to give up their land in the U.S.

Information

The Nation Grows

This map shows the new territories of the U.S. in the 1800's. Sometimes the government bought the land. Sometimes the U.S. fought a war for the land. Other times, the U.S. signed a treaty for the land. The U.S. got the land from the following countries:


France ▨
Spain ▦
Mexico ⛆
England ▧
Russia ▩
ALASKA
OREGON COUNTRY 1846
MEXICAN CESSION 1848
LOUISIANA PURCHASE 1803
River
Mississippi
UNITED STATES 1783
ANNEXATION OF TEXAS 1845
GADSDEN PURCHASE, 1853
Rio Grande
1810
1813
FLORIDA 1819

Using the Information:

A. The map on the other page shows the U.S. and the new territories in the 1800's. Find a current map of the U.S. with the 50 states. Put the following states in the correct boxes.

California
Idaho
Utah
Nebraska
Texas
Missouri
Arizona
Oklahoma
Kansas
Washington
Oregon
South Dakota

Louisiana Purchase
1. Kansas
2.
3.
4.
5.

Oregon Country
1.
2.
3.

Mexican Cession
1.
2.
3.

Annexation of Texas
1.

B. Work with a partner. One person will use Timeline 1. The other will use Timeline 2. Do not look at your partner's timeline. You both have some important dates and events on your timelines. But you do not have all the infomation. You will have to ask your partner some questions to get the information you need. Take turns asking questions. Write the new information on your timeline.

Timeline 1: Ask your partner these questions.

1) What land did the U.S. buy from France? When?
2) What land did the U.S. buy from Spain? When?
3) When did Texas become a state?
4) When did California become a state?
5) What land did the U.S. buy from Russia? When?

1800

____	______________________
1812	War with England
____	______________________
1823	Monroe Doctrine
____	______________________
1846 - 1848	Mexican-American War
____	______________________
1861 - 1865	U.S. Civil War
____	______________________
1896	Gold was discovered in Alaska

1900

Timeline 2: Ask your partner these questions.

1) Who did the U.S. fight in the early 1800's? What year?
2) When did Monroe make his famous speech?
3) When was the Mexican - American War?
4) When was the Civil War?
5) What was discovered in 1896? Where?

1800	
1803	Louisiana Purchase from France
____	War with ____________
1819	U.S. bought Florida from Spain
____	____________________
1845	Texas became a state
____ - ____	____________________
1850	California became a state
____ - ____	____________________
1867	U.S. bought Alaska from Russia
____	____________________
1900	

Reading

Manifest Destiny

There were many changes in the 1800's. The country became stronger and more important. There were more people in the country. Americans believed the country should reach the Pacific Ocean. People believed it was their "right" to have all the land between the two oceans. They believed it was their **destiny,** or fate.

There are many reasons the U.S. **expanded** in the 1800's. Many Americans wanted **farmland** in the West. They wanted land to raise **cattle**. Americans wanted to transport goods on the Mississippi River to New Orleans. Some people were tired of factory work. They wanted to go west. Others went west because they heard there was gold in California and Alaska. The U.S. government wanted to control all the land from the Atlantic Ocean to the Pacific Ocean. They wanted all foreign countries to give up their land in the U.S.

The move west was good for the settlers. But, there were many problems too. There was a lot of fighting between the settlers and the Indians. The U.S. government and the Native Americans signed many treaties. Native Americans lost most of their land to farmers and the railroad.

The U.S. got the new territories from different countries. Sometimes, the U.S. bought the land. The U.S. bought the Louisiana Territory from France, Florida from Spain, and Alaska from Russia.

Sometimes, the U.S. fought a war for land. The U.S. fought Mexico for Texas and the Southwest. Other times, the U.S. signed a treaty for land. The U.S. signed a treaty with England for half of the Oregon country.

Using the Reading:

C. Complete the outline below. You can find the information in the Reading.

I. Why American people wanted to go west

A.

B.

C.

D.

II. Land the U.S. bought

A.

B.

C.

III. Land the U.S. fought for

A.

B.

Testing skills

Read (or listen to) the following conversation.

INS official: Can you explain manifest destiny?

Diana: Mani ... I don't understand.

INS official: Manifest destiny. What does it mean?

Diana I don't know manifest. But the American destiny was to go west.

INS official: Why did people want to go west?

Diana To California, Texas, Oregon.

INS official: Yes, those states are in the west. Why did people go there?

Diana: They wanted ______________________________
and ______________________________________.

Think about the following questions:

1) Did Diana understand all the questions immediately?
2) Why did she say mani ... ?
3) Did Diana understand the word "destiny"?
4) Can you finish the last lines for Diana? (Look back at the Reading if you need help.)

Review

Do you know ____
why people wanted to go west?
how the U.S. got new land?

LESSON 15 BEFORE THE CIVIL WAR

Objective Explain the causes of the American Civil War

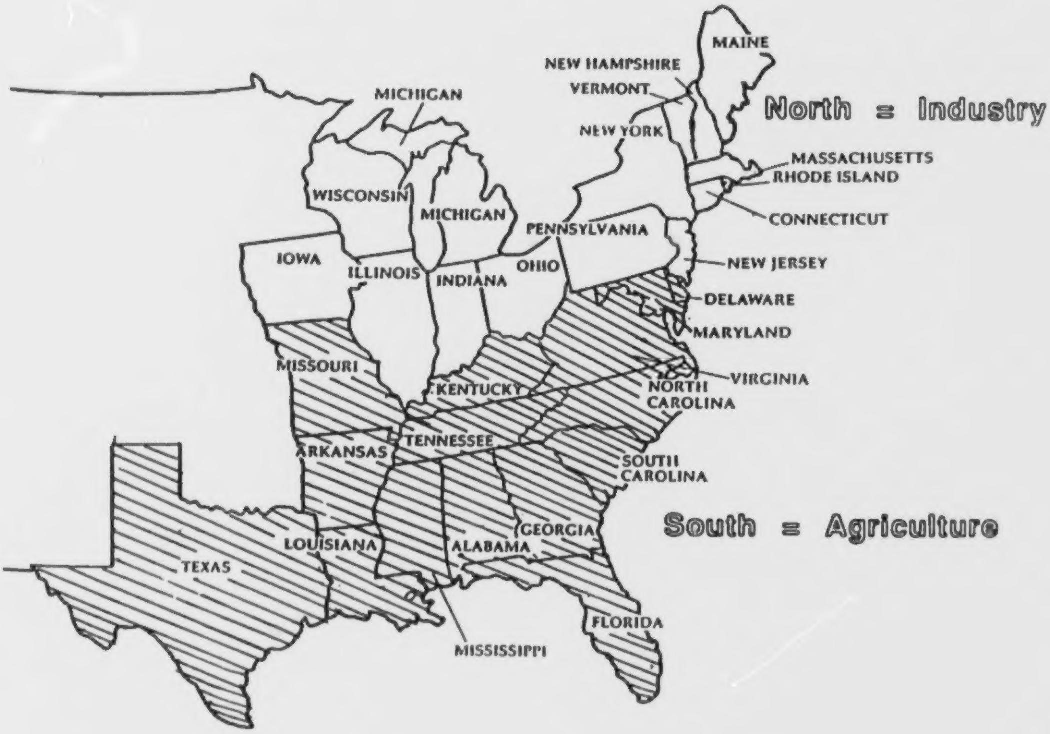
Pre-Reading

Map skills: Look at the map of the U.S. from 1850.

KEY:

☐ **free** states

▨ **slave** states


MAINE
NEW HAMPSHIRE
VERMONT
MICHIGAN
NEW YORK
North = Industry
MASSACHUSETTS
RHODE ISLAND
WISCONSIN
MICHIGAN
PENNSYLVANIA
CONNECTICUT
IOWA
ILLINOIS
INDIANA
OHIO
NEW JERSEY
DELAWARE
MARYLAND
MISSOURI
KENTUCKY
NORTH CAROLINA
VIRGINIA
TENNESSEE
ARKANSAS
SOUTH CAROLINA
GEORGIA
LOUISIANA
ALABAMA
South = Agriculture
TEXAS
FLORIDA
MISSISSIPPI

Use the key to find the free states and the slave states. Write the names of the states in the correct box.

FREE	**SLAVE**
Maine	Delaware

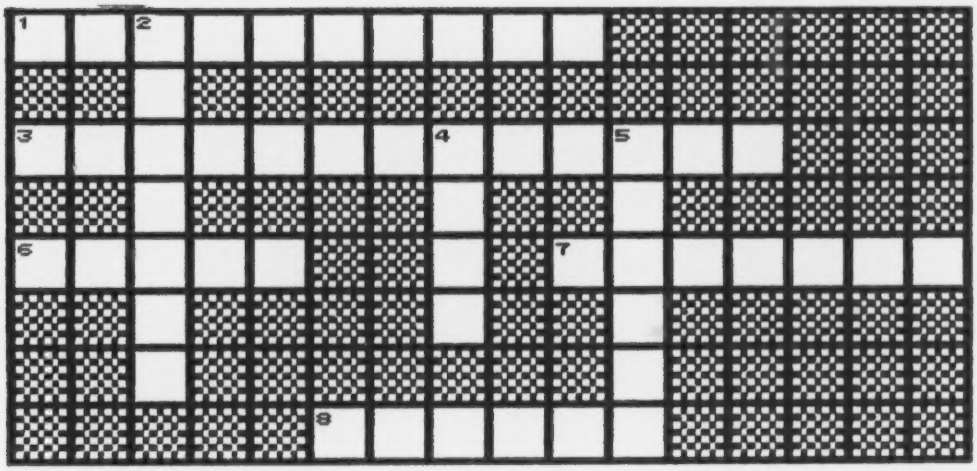
Oral: Form a small group. Discuss these questions.

1) Where were most of the slave states?
2) Where were most of the free states?
3) There were many differences between the northern and the southern states? What is one difference you see on the map?
4) The U.S. had a civil war between 1861 - 1865. Was there ever a civil war in your country?
5) How is a civil war different from other wars?

Vocabulary:

Use the new words to complete the crossword puzzle on the next page. You can use a dictionary to help you.

plantation
abolitionists
abolish
secede
obey
divide
Union
economy



Across:

1) a large farm, usually in the south
3) people against slavery; they wanted to stop slavery
6) a group of states joined together
7) everything related to money (dollars, trade, industry,etc.)
8) to separate or split

Down:

2) to stop; to put an end to something
4) to do what the law says; to follow the rules
5) when a state separates from the country

Information

Differences between the North and the South

(I) *Ways to make money*

North	South
Industry: The people made money in industry. There were many factories. The factories made many goods.	*Agriculture:* The people made money on large plantations. They grew cotton, tobacco and rice. The plantations needed slaves to do the work.

(II) *Ideas about tariffs*

North	South
U.S. industry was young. Goods made in the U.S. were more expensive than goods from Europe. The North wanted tariffs on goods from other countries. They wanted people to buy U.S. goods.	The South did not have factories. They sold their agricultural products to Europe and the North. They wanted to buy cheaper goods from Europe. They did not want tariffs to raise the prices of foreign goods.

(III) *Number of Representatives*

North	South
There were more people in the North. They had more representatives. The North had more power in the House of Representatives.	There were fewer people in the South. They had fewer representatives. The South had less power in the House of Representatives.

(IV) ***Ideas about the federal government***

North	South
The North believed in a strong federal government. They said all states must obey all federal laws. They said the country was a "Union". The country could not divide.	The South believed in strong state governments. They said states did not have to obey federal laws. They said the country was "an agreement among the states". States could secede.

Using the Information:

A. Read the following sentences. Decide if they tell you about the North or the South. Write the words **North** or **South** on the lines. Look at the boxes again if you need help.

1) The North had more power in the House of Representatives.

2) The __________ believed the nation was more important than the states.

3) The __________ believed the rights of the states were more important.

4) The __________ did not like tariffs on foreign goods.

5) The __________ had many factories.

6) The __________ had less power in the House of Representatives.

7) The __________ had cotton plantations.

8) The __________ wanted tariffs on foreign goods.

B. Work with a partner. Pretend you are living in the U.S. in the 1850's. One person will be from the South. The other person will be from the North. Choose one of the following pairs.

What do you think they would talk about? Make up a conversation. Then share your conversation with the class.

Choose one:

1) southern slave and northern factory worker
2) plantation owner and factory owner
3) representative from the South and representative from the North
4) poor woman from the South and poor woman from the North

Reading

The Problem of Slavery

There were many differences between the North and the South. One important difference was slavery. In the 1800's, the South needed many people to work on the **plantations.** Plantation owners bought slaves to do this work. Slavery was important to the **economy** of the South. Some people in the North did not like slavery. They said slavery took away individual freedoms. These people wanted to **abolish** slavery. They were called **abolitionists.**

The problem of slavery grew with the country. The North wanted new states to be free states (without slavery). The South wanted new states to be slave states (with slavery). In 1820 there were 11 free states and 11 slave states. The North and the South had the same number of senators in Congress. Then Missouri asked to become a state. If Missouri became a free state, the North would have more senators. The South did not want the North to have more senators and more representatives. The men in Congress had many discussions about this problem. It was very difficult for both sides to agree. Finally, they compromised. The Missouri Compromise made Missouri a slave state and Maine a free state.

The problems did not stop with the Missouri Compromise. In 1850 California asked to become a free state. There were 15 slave states and 15 free states at that time. Congress had to make a new compromise. In the Compromise of 1850, California became a free state, but the other parts of the Mexican Cession could be slave states or free states. The people in the new states would vote and decide.

There were problems in other areas, too. Slave owners and abolitionists tried to settle the lands of Kansas and Nebraska. The slave owners wanted the people to vote for Kansas and Nebraska to be slave states. The abolitionists wanted people to vote to be free. Sometimes the two sides fought. The problems were growing.

Using the Reading:

C. Use these words to write questions. Later you can ask a partner to answer the questions.

1) Why / South / slavery?

____

2) What / abolitionists / want?

____

3) How many / slaves states / U.S. / have / in 1820?

____

4) What / Missouri Compromise?

____

5) What / Compromise of 1850?

____

Testing skills

Read the following sentences and questions. Circle the letter of the sentence or question with the same meaning.

1. What were the causes of the Civil War?
   a) What happened after the Civil War?
   b) What problems started the Civil War?
   c) What happened during the Civil War?

2. The North wanted new states to be free states.
   a) The North did not want taxes in the new states.
   b) The North did not want slaves in the new states.
   c) The North wanted the new states to have factories.

3. The abolitionists wanted to put an end to slavery.
   a) The abolitionists wanted to stop slavery.
   b) The abolitionists wanted to kill slaves.
   c) The abolitionists wanted to hide slaves.

4. The South had less power in Congress.
   a) The South had fewer representatives in Congress than the North after 1850.
   b) The South did not agree with all the federal laws.
   c) The South wanted stronger state governments.

Review

Explain 4 causes of the Civil War. You can use these words to help you.

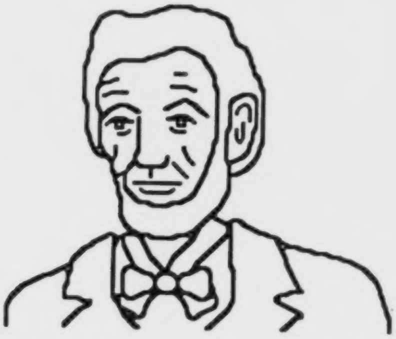
tariffs
making money
representation
slavery

LESSON 16 THE CIVIL WAR 1861 - 1865

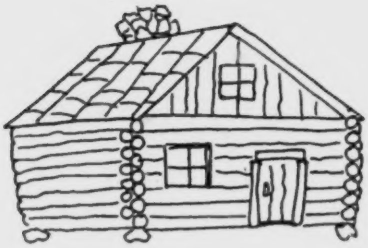
Objectives Identify the Union and Confederate states
Explain why Lincoln was an important President

Pre-Reading

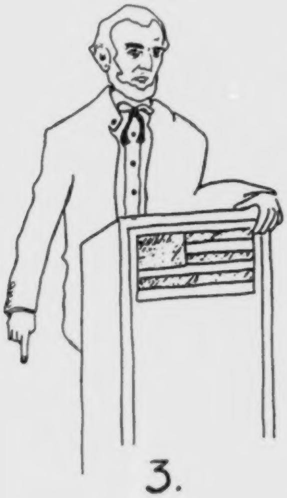
Oral: Look at the 6 pictures below. These pictures tell us something about a famous American President. Do you know his name? What else do you know about him?



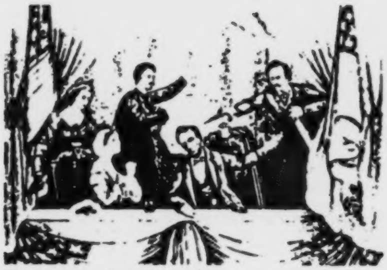
1.



2.

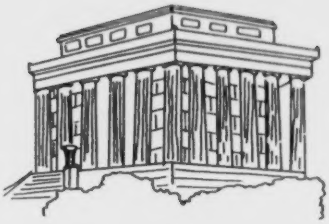


3.

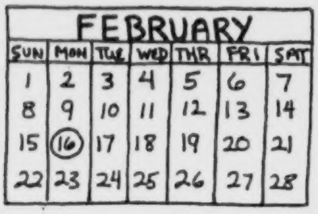


The assassination of Lincoln.

4.



5.



FEBRUARY

SUN	MON	TUE	WED	THR	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

6.

Written: Read the 6 sentences below and look at the pictures on page 112. Put the number of the picture next to the correct sentence. Check your answers with the class.

_5_ a. The Lincoln Memorial is in Washington, D.C.
___ b. He was born in a log cabin.
___ c. Abraham Lincoln was a famous U.S. President.
___ d. We remember Lincoln on Presidents' Day in February.
___ e. He was killed in 1865.
___ f. He made many famous speeches.

Vocabulary:

Use a dictionary. Write a definition for these words.

supply line ____________________

advantages ____________________

(to) **assassinate** ____________________

goal ____________________

(to) **reunite** ____________________

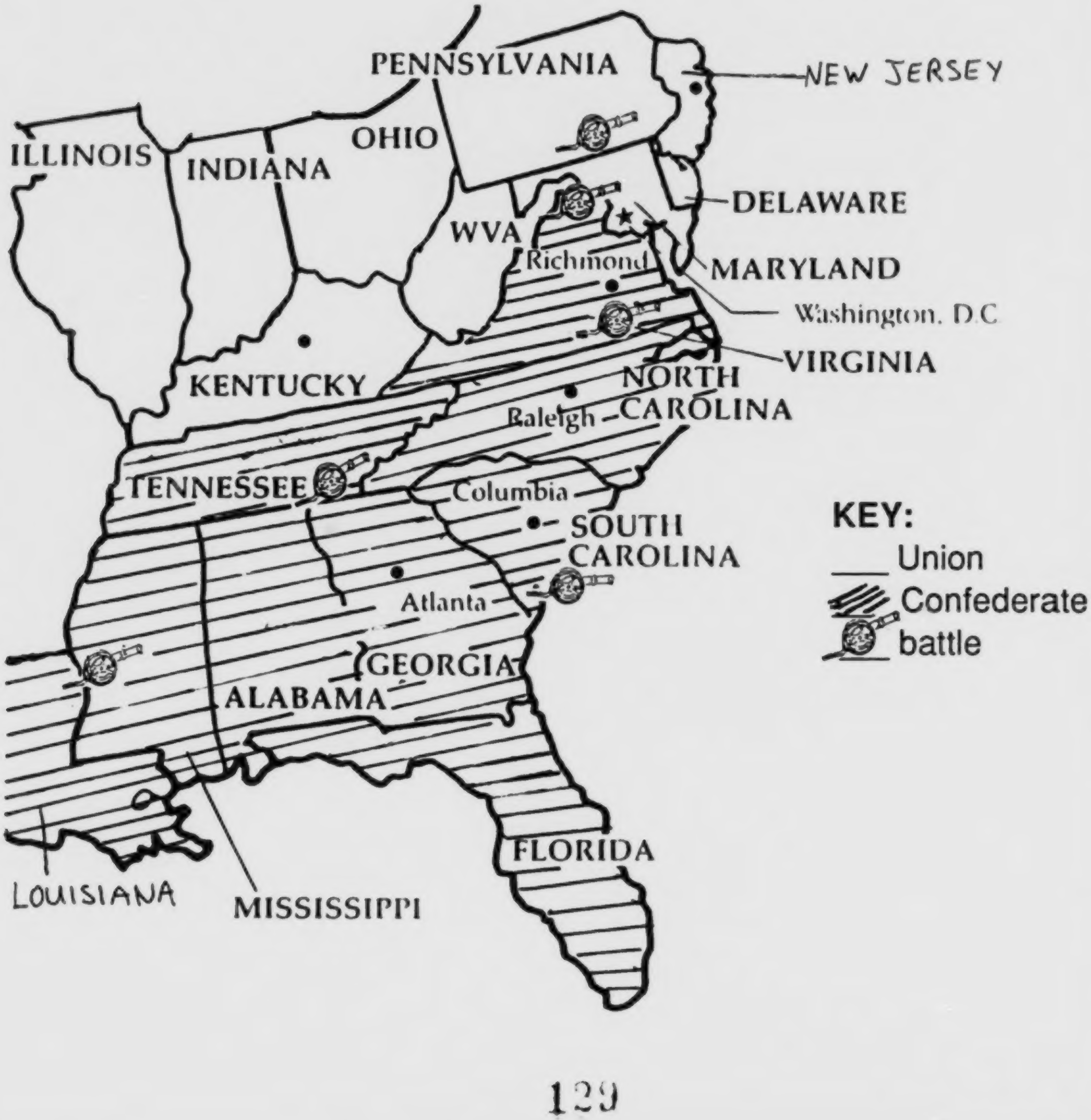
(to) **surrender** ____________________

weapon ____________________

Information

The American Civil War

Events:
1. Lincoln was elected President.
2. South Carolina seceded from the U.S.
3. 10 other states seceded.
4. 11 southern states formed the *Confederate States of America.*
5. Confederates attacked a federal fort in South Carolina.
6. Armies fight the Civil War 1861 - 1865.
7. Confederates surrendered in Virginia.


PENNSYLVANIA
NEW JERSEY
ILLINOIS
INDIANA
OHIO
DELAWARE
WVA
Richmond
MARYLAND
Washington, D.C
VIRGINIA
KENTUCKY
NORTH CAROLINA
Raleigh
TENNESSEE
Columbia
SOUTH CAROLINA
Atlanta
GEORGIA
ALABAMA
FLORIDA
LOUISIANA
MISSISSIPPI
KEY:
Union
Confederate
battle

UNION

Idea: Country cannot divide

Army Leader:

Ulysses S. Grant

Advantages:

- had more money
- had larger population
- had factories for weapons
- had more railroads
- controlled the navy

CONFEDERATE

Idea: States can secede

Army Leaders:

Robert E. Lee, Stonewall Jackson

Advantages:

- fought more battles in South
- had short supply lines
- had some excellent leaders
- believed they were better fighters
- thought England and France would help

Using the Information:

A. Look at the map on page 114. It shows some Union and Confederate states. Use the map to complete the chart below. Write the correct states' names under **Union** and under **Confederate**.

Union		**Confederate**	
Maine	Missouri	Texas	
New Hampshire	Kansas	Arkansas	
Vermont			
Massachusetts			
Connecticut			
Rhode Island			
New York			
Michigan			
Wisconsin			
Minnesota			
Iowa			

B. In the Information you see many advantages for the North and the South. The war was long because both sides were very strong.

Form a small group. Discuss the following questions with your group. Share your group's answers with the class.

1) What do you think was the most important Union advantage?
2) What do you think was the most important Confederate advantage?
3) Why do you think the Union won the war?

Reading

Abraham Lincoln

Abraham Lincoln was born in a log cabin in Kentucky. Later his family moved to Illinois. They were poor. He went to school for only one year. He learned by reading all the time. He studied hard and became a lawyer.

Abraham Lincoln was elected the 16th President of the U.S. in 1860. The people in the South did not like Lincoln because he was from the North. Lincoln did not want slavery in the new states. The South was afraid he would abolish slavery.

We remember Lincoln because he was a strong President during the Civil War. He believed the country should stay together. He said the

Confederate states could not secede. His **goal** during the Civil War was to keep the Union together.

Lincoln was a great speaker. He is famous for the *Emancipation Proclamation.* In the Emancipation Proclamation, Lincoln started to abolish slavery. He said all slaves in the Confederate states were free. He said blacks could fight in the Union Army.

Lincoln's most famous speech was the *Gettysburg Address.* He made the speech in Gettysburg, Pennsylvania in 1863. Lincoln told the people to remember these important words from the Declaration of Independence: "*...all men are created equal ...*". He also said, "*...a government of the people, by the people, for the people...*" will stay together.

The Civil War ended in 1865. Lincoln was elected President again. He had great plans to **reunite** the country. But Lincoln did not live to reunite the country. He was **assassinated** five days after the election.

Using the Reading:

C. Work with a partner. Student A reads sentences 1 - 3. Student B tells if they are true (**T**) or false (**F**).

Student A | Student B

1. Lincoln's family had a lot of money. T F
2. Lincoln's goal was to save the nation. T F
3. Blacks could not fight in the Civil War. T F

Switch roles. Student B reads sentences 4 - 6. Student A tells if they are **T** or **F**.

Student B | Student A

4. The South did not want Lincoln to be President. T F
5. Lincoln was elected President 3 times. T F
6. Lincoln believed the government was for white people only. T F

D. Four of the sentences in exercise C are false. Which ones? Rewrite the false sentences below. Make them true sentences.

____

____

____

____

Testing skills

The multiple choice tests in this book all have one best answer. Sometimes you will see different choices. Sometimes none of the answers is correct. Look at this example:

Who was the first President of the U.S.?
a) James Monroe
b) Thomas Jefferson
c) Abraham Lincoln
[✓ d)] None of the above

The correct answer is **d)** None of the above. We know that George Washington was the first President of the U.S.

Now, try these 4 questions. Circle **d)** if necessary

1. Which states were Confederate states?
   a) Maryland and Delaware.
   b) New York and Pennsylvania
   c) West Virginia and Kentucky
   d) None of the above

2. Who was President during the Civil War?
   a) Ulysses S. Grant
   b) Abraham Lincoln
   c) Stonewall Jackson
   d) None of the above

3. What was one important Union advantage during the Civil War?
   a) They were fighting on their own land.
   b) They thought England and France would help.
   c) Robert E. Lee was an excellent leader.
   d) None of the above

4. Where were most of the battles in the Civil War?
   a) in the South
   b) in the West
   c) in the North
   d) none of the above

Review

Make 5 sentences using the following words.

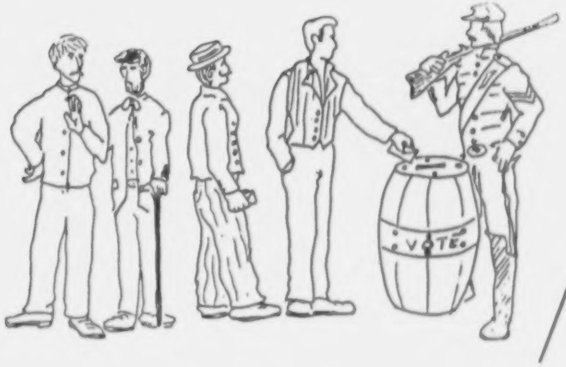
Union
Confederates
Lincoln
Emancipation Proclamation
Gettysburg Address

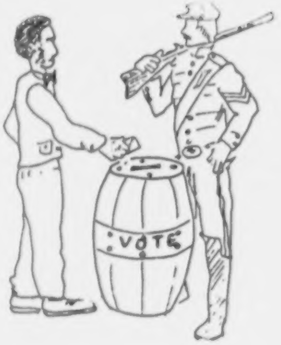
LESSON 17 AFTER THE CIVIL WAR

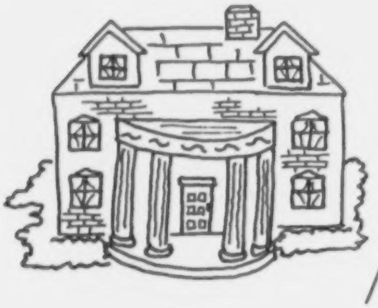
OBJECTIVE Identify changes for Blacks after the Civil War

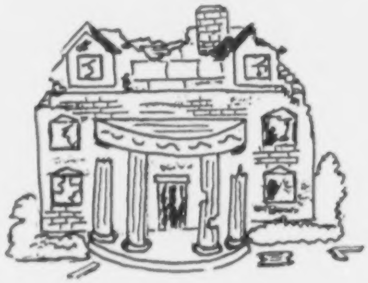
Pre-Reading

Oral: Look at the pictures below. Some of the pictures are from before the Civil War. Other pictures are from after the Civil War.









Discuss these questions with the class.

1) Which pictures are from before the Civil War?
2) Which pictures are from after the Civil War?
3) How do you think life changed after the Civil War?

Vocabulary:

Read the following words and definitions.

Reconstruction - the period of time after the Civil War; the time to build the country again

(to) **destroy** - to ruin; to break or burn completely

ex-slaves - people who were slaves in the past

Reading

Reconstruction

President Lincoln was assassinated in 1865. Vice-President Andrew Johnson became President. Johnson wanted to use Lincoln's plan to reunite the country. He said the Confederate states could be part of the Union again if they ratified the 13th Amendment, and if they obeyed federal laws.

Congress did not like Johnson's plan. They said the Confederate states had to ratify the 13th, 14th, and 15th Amendments before they could reunite with the Union. The 13th Amendment abolished slavery. The 14th Amendment said all Blacks were citizens of the U.S. The 15th Amendment gave Blacks the right to vote. Congress also said the Confederate states had to write new state constitutions.

Reconstruction (1865 - 1877) was a difficult time in the U.S. It was very difficult for the South. Many things in the South were **destroyed** in the war. The South had to make many changes. Congress tried to help the South rebuild. Congress tried to help the **ex-slaves** get food, housing, and education.

Using the Reading:

A. President Johnson and Congress had different ideas about reuniting the country. Look at the Reading again. Underline Johnson's plan. Circle what Congress said. Answer the questions below.

1. What did Johnson say the Confederate states had to do?

____

____

2. What did Congress say the Confederates states had to do?

____

____

B. Form a small group. Think of ways life improved for Blacks after the Civil War. Can you think of 5 ways? Share your group's ideas with the class.

Review

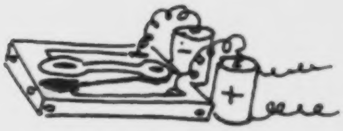
The 13th, 14th, and 15th Amendments helped what group of people?

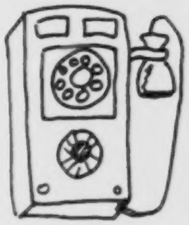
LESSON 18 THE INDUSTRIAL REVOLUTION

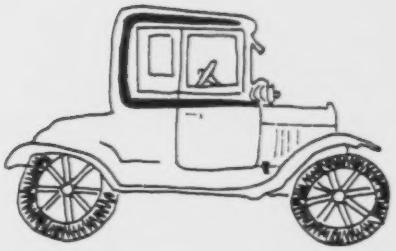
Objectives Explain changes during the Industrial Revolution
Identify some important inventions of the Industrial Revolution

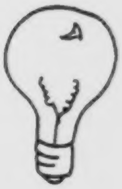
Pre-Reading

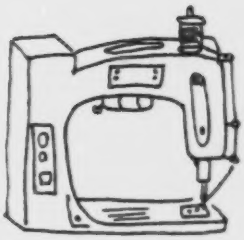
Oral: Look at the pictures below. These machines were first made in the 1800's. Do you know what they are?

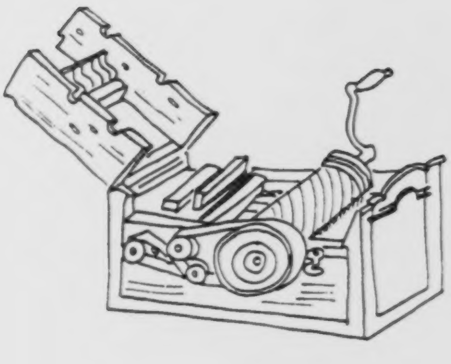












Vocabulary:

Read the following words and definitions.

(to) **invent** - to make a new thing.
invention - something new
inventor - person who invents new things

Industrial Revolution - a complete change in industry; a change from goods made by hand to goods made by machine.

(to) **run** a machine - to make a machine work

(to) **provide** - to supply; to give what is needed

birth rate - number of people born per year

textiles - cloth; fabric

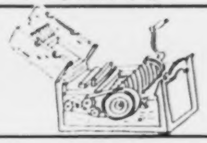
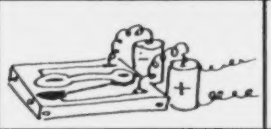
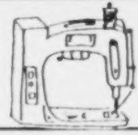
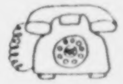
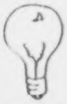
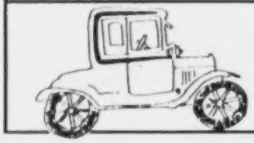
cotton gin - machine to separate seeds from picked cotton

union - a group of workers; the group helps the workers

Written: Form a small group. Look at the pictures. Guess the names of the inventions and inventors. Use these words to complete the chart on the next page.

Inventions: **sewing machine** **telephone** **light bulb**
cotton gin **telegraph** **car**

Inventors: *Eli Whitney* *Samuel Morse*
Elias Howe *Thomas Edison*
Alexander Graham Bell *Henry Ford*

Pictures	Inventions	Inventors
	cotton gin	Eli Whitney
		
		
		
		
		

Information

The Industrial Revolution

What helped industry grow in the 1800's?

1) **Tariffs** kept out cheaper foreign goods.
2) A **growing population** (high birth rate and immigration) provided the workers for factories.
3) The **invention** of new machines made it easier and cheaper to produce goods.

What were some important industries?

1) TEXTILE FACTORIES

- **1790's** - first factories built in U.S.
  - cotton gin invented (1793) by Eli Whitney
- cloth made quickly and cheaply
- sewing machine invented (1846) by Elias Howe
- clothes made in factories were much cheaper

2) STEEL

- Mid 1800's - a lot of iron discovered in U.S.
  - cheaper way to make steel was invented.
- steel was used to build bridges and railroads

3) RAILROADS

- 1869 - finished building railroad across country
- easier and faster to settle the West
- easier to transport farm products to cities
- easier to transport manufactured goods across country

4) OIL

- 1859 - discovered oil in Pennsylvania
- Oil was used to make machines run smoothly
- Later, oil was made into gasoline for machines and cars

Using the Information:

A. Write the answers to the following questions.

1) How did a large population help industry grow?

2) What kind of factories were built first?

3) Why were railroads very important in the 1800's?

4) How did the government tariffs help industry grow?

B. Work with a partner. One person will look at Timeline 1. The other person will look at Timeline 2. Do not look at your partner's timeline. Take turns asking questions. Write the new information on your timelines.

After you finish the questions, look at your partner's timeline. Are your timelines the same? If not, correct the mistakes. Then go back to the Inventions chart at the beginning of this lesson. Check your guesses.

Timeline 1: Ask your partner these questions.

1) What did Samuel Morse invent? When?
2) When was the railroad across the U.S. finished?
3) What did Thomas Edison invent? When?
4) What did Henry Ford invent? When?

1830	
1) ____	______________________________
1846	sewing machine (Elias Howe)
1859	oil was discovered in Pennsylvania
2) ____	______________________________
1876	telephone (Alexander Graham Bell)
3) ____	______________________________
1890's	large number of immigrants started to come to the U.S.
4) ____	______________________________
1900	

Timeline 2: Ask your partner these questions.

1) What did Elias Howe invent? When?
2) When was oil discovered in Pennsylvania?
3) What did Alexander Graham Bell invent? When?
4) When did a lot of immigrants start to come to the U.S.?

1830

1844 | telegraph (Samuel Morse)

1) ____ | ______________________________

2) ____ | ______________________________

1869 | railroad was finished across country

3) ____ | ______________________________

1879 | electric light bulb (Thomas Edison)

4) ____ | ______________________________

1896 | Ford's car

1900

Reading

The Industrial Revolution

There were many changes during the **Industrial Revolution.** New **inventions** made life easier. Goods made in factories were cheaper than goods made by hand. The U.S. had more goods to sell to other countries. There were more jobs in the factories.

There were also many problems during the Industrial Revolution. Working in the factories was not easy. Men, women and children worked about 12 hours a day, six days a week. The factories were noisy. There were accidents and workers often got sick. The pay was very low. The factory workers could not complain. If they did complain, they could lose their jobs. Many other people wanted to have their jobs.

It was very expensive to build factories and to buy machines. The factory owners had a lot of money. They became very powerful; they set high prices for the goods and did not pay the workers well. Soon the big companies took control of many smaller companies. The factory owners became very rich.

The workers were poor. They wanted better pay and working conditions. They wanted an 8-hour workday. They didn't want children working in the factories. In the late 1880's, they began to form groups. They were stronger as a group. These groups were called **unions.** Unions are still important today in many industries.

Using the Reading:

C. Form a small group. Discuss the following questions.

1) How do you think the factory owners lived in the 1800's?
2) How do you think the factory workers lived in the 1800's?
3) Are there more laws to help the workers now?
4) Are you a member of a union?
5) What are some advantages (good points) and disadvantages (bad points) of unions?

Testing skills

Lesson 16 showed you the choice "None of the above". Sometimes you will see another choice. Sometimes all of the answers are correct. Look at this example:

What happened in the U.S. during the 1800's?
a) the Civil War
b) the Industrial Revolution
c) the nation grew
[✓ d)] all of the above

The correct answer is **d)** all of the above. We know the Civil War was between 1861 and 1865. We know industry grew and changed. We know the country grew from the Atlantic to the Pacific.

Now, try the 5 questions below. Circle **d)** if necessary.

1. Why were railroads important in the 1800's?
   a) Railroads helped take people west.
   b) Railroads made it easier to take farm products to cities.
   c) Railroads made it easier to take manufactured goods across country.
   d) All of the above

2. What was invented in the 1800's?
   a) the sewing machine
   b) the electric light
   c) the telephone
   d) all of the above

3. What kind of factories were established first in the U.S.?
   a) oil
   b) steel
   c) textile
   d) all of the above

4. What did the factory workers want in the late 1800's?
   a) better pay
   b) shorter working hours
   c) no children working in factories
   d) all of the above

5. Where were most of the factories in the 1800's?
   a) in the West
   b) in the South
   c) in the North
   d) all of the above

Review

Can you ____________________________________
name 1 invention from the 1800's?
name 1 good change during the Industrial Revolution?
name 1 problem during the Industrial Revolution?

LESSON 19 THE PROGRESSIVES

Objective Identify important changes the Progressives made

Pre-Reading

Vocabulary:

Use your dictionary to find definitions for the following words.

Progressives ____________________

____

income ____________________

____

monopoly ____________________

____

reform ____________________

____

secret ____________________

____

honest ____________________

____

Written: Scan the reading on the next page. Circle the following words.

honest
reforms
monopolies
secret
Amendment
income taxes

Reading

The Progressives

The **Progressives** were a group of people asking for reforms. They wanted to help farms, factories and small businesses. They wanted to improve life for poor people. The Progressives wanted democracy for all people.

The Progressives helped make laws to control business. There were new laws to stop monopolies (1890). These laws said big businesses could not buy all the small companies. Big companies could not control the prices. The government also made laws to control the railroads (1894). These laws said railroads could not make prices too high.

The Progressives also helped make changes about voting and elections. State laws made all voting secret. Elections became more honest. The 17th Amendment (1913) changed the election of senators. Before the 17th Amendment, state governments chose the senators. After the 17th Amendment, the people in the states voted directly for senators. Finally, the 19th Amendment (1920) gave women the right to vote.

The Progressives also helped write the 16th Amendment (1913) about income taxes. These were taxes on the money people made. If people made a lot of money, they had to pay higher taxes. The government used this tax money to improve things. They built more roads and schools.

There were many other laws to help people. The central government became much stronger during the late 1800's and the early 1900's.

Using the Reading:

A. Complete the chart below. You will find the dates in parentheses ( ). You will find the laws and amendments near the words you circled in the Reading.

Dates	Laws or Amendments
1890	law to stop monopolies
1894	______________________________.
1913	______________________________.
_____	17th Amendment = direct election of senators
1920	______________________________.

B. Work with a partner. Student A reads the beginning of sentences 1 - 3. Student B completes the sentences with one of the phrases in the box below.

...after the 15th Amendment.
...after the 16th Amendment.
...before the law to control railroads.
...after the states made voting secret.
...before the 19th Amendment.
...before the 1890 monopoly law.
...after the 17th Amendment.

Example: Blacks could vote... after the 15th amendment.

Student A reads:

1. Railroad prices were too high...
2. Big business had too much power...
3. People voted directly for senators...

Switch roles. Student B reads sentences 4 - 6. Student A completes the sentences with one of the phrases in the box.

Student B reads:

4. Women could not vote...
5. Elections were more honest...
6. People with more money paid higher taxes...

Testing skills

Read (or listen to) the following conversation.

INS official: Do you pay income taxes?

Adriana: Income... Could you repeat that, please?

INS official: Income taxes.

Adriana: Let me think... Yes, taxes. My boss takes money from my paycheck. I pay taxes every year.

INS official: Why does the government collect taxes?

Adriana: Well...the government needs money. The government pays for schools. The government ...

Discuss the following questions:

1) Did Adriana answer every question immediately?
2) Why did Adriana repeat "income..."?
3) How did Adriana ask for help?
4) What words did Adriana use to get more time ?
5) What do you think is another reason the government collects taxes?

Review

Match the Amendments.

___	1. 15th	a. Women can vote
___	2. 16th	b. People vote directly for senators
___	3. 17th	c. Blacks can vote
___	4. 19th	d. Income tax

LESSON 20 REVIEW: THE 1800's

This lesson will help you review the information in lessons 13 - 19. If you need help with these exercises, you can look back at lessons 13 - 19.

A. Read the following words of different people from the 1800's. Who do you think said these words? Choose a person from the box below. Write the names on the lines.

Abraham Lincoln	**a factory worker**
Francis Scott Key	**a factory owner**
President Monroe	**a plantation owner**
an abolitionist	**an ex-slave**

1. "I hate working long hours in this hot place with noisy machines."
   ____
2. "The European countries should not interfere with the independent countries in North, Central and South America."
   ____
3. "We need tariffs to help American industry grow."
   ____
4. "Because of the 13th, 14th, and 15th Amendments, I am a free man. I am a citizen and I can vote."
   ____
5. "Oh, say can you see, by the dawn's early light,..."
   ____
6. "We need slaves to plant and pick our cotton."
   ____

7. "This country will not divide...a government of the people, by the people, for the people shall not perish from this earth."

   ____

8. "Slavery takes away individual freedoms. We must fight the South to put an end to slavery."

   ____

B. Complete the following puzzle. Use the vocabulary from lessons 14 - 19. There are definitions and sample sentences below. The first letter of each word is given to you.

1. **S** _ _ _ _ _
2. **T**_ _ _ _ _ _ _
3. **A** _ _ _ _ _
4. **R** _ _ _ _ _ _ _ _
5. **S** _ _ _ _ _

6. **A** _ _ _ _ _ _ _
7. **N** _ _ _ _ _ _ _ _ _ _ _
8. **D** _ _ _ _ _ _ _

9. **S** _ _ _ _ _
10. **T** _ _ _ _ _ _ _ _ _
11. **R** _ _ _ _ _ _ _
12. **I** _ _ _ _ _
13. **P** _ _ _ _ _ _ _ _ _ _
14. **E** _ _ _ _ _
15. **S** _ _ _ _

1. Southern plantations needed a lot of ___________ to pick cotton.
2. Taxes; U.S. factory owners wanted ___________ to help industry grow.
3. National song; *The Star Spangled Banner* is the national ___________ of the U.S..
4. A system of trains; The ___________ crossed the U.S. in 1869.
5. The southern states wanted to ___________ from the U.S. in 1861.

6. To put an end to; Some people wanted to ___________ slavery.
7. Love for your country
8. Fate; People thought it was the American ___________ to have all the land between the Atlantic and the Pacific.

9. The Gettysburg Address is Lincoln's most famous ___________.
10. Alexander Graham Bell invented the ___________.
11. The Progressives wanted changes or ___________ to help farmers, workers and small businessmen.
12. The 16th Amendment says we must pay an ___________ tax on the money we make.
13. A large southern farm
14. The U.S. wanted to ___________ or grow in the 1800's.
15. The Confederate states were in the ___________.

The U.S. flag has many names:

STARS AND STRIPES, OLD GLORY and

THE ________ ______________ _____________

C. Form a small group. The timeline below has a little information about the 1800's. Discuss other important events of the 1800's (examples: wars, inventions, speeches, elections, etc.). Add 5 - 7 more events to the timeline. Put the specific date on the right side of the timeline. Write the events next to the dates. Share your group's timeline with the class.

1800

-1803 Louisiana Purchase -- U.S expanded west of the Mississippi River.

1810

1820

1830

1840

1850 -1850 Compromise of 1850 (California became a free state. Other states vote and decide.)

1860

-1865 13th Amendment abolished slavery.

1870

1880

1890

D. Work with a partner. One person looks at Outline 1. The other person looks at the Outline 2. Take turns asking questions to get the information you need to complete your outline. Write the new information on the lines.

Outline1

I. Wars in the 1800's

A. War of 1812 (1812 - 1814)
B. ____________________ (   )
C. Civil War (1861 - 1865)

II. Reasons Americans wanted to go west

A. ______________________________________
B. to get more good farmland
C. ______________________________________
D. to find gold

III. Differences between the North and the South

A. ______________________
B. tariffs
C. ______________________
D. ideas about federal government

IV. Important industries

A. textiles
B. _________________
C. steel
D. _________________

V. Changes the Progressives made

A. laws to stop monopolies
B. _________________________
C. ______________________________________
D. 17th Amendment -- direct election of senators
E. _____________________________________

Work with a partner. One person looks at Outline 1. The other person looks at the Outline 2. Take turns asking questions to get the information you need to complete your outline. Write the new information on the lines.

Outline 2

I. Wars in the 1800's
A. ____________________ (   )
B. Mexican - American War (1846 - 1848)
C. ____________________ (   )

II. Reasons Americans wanted to go west
A. to transport goods on Mississippi River
B. ____
C. to get land for raising cattle
D. ____

III. Differences between the North and the South
A. ways to make money
B. ________________
C. representation in Congress
D. ______________________________________

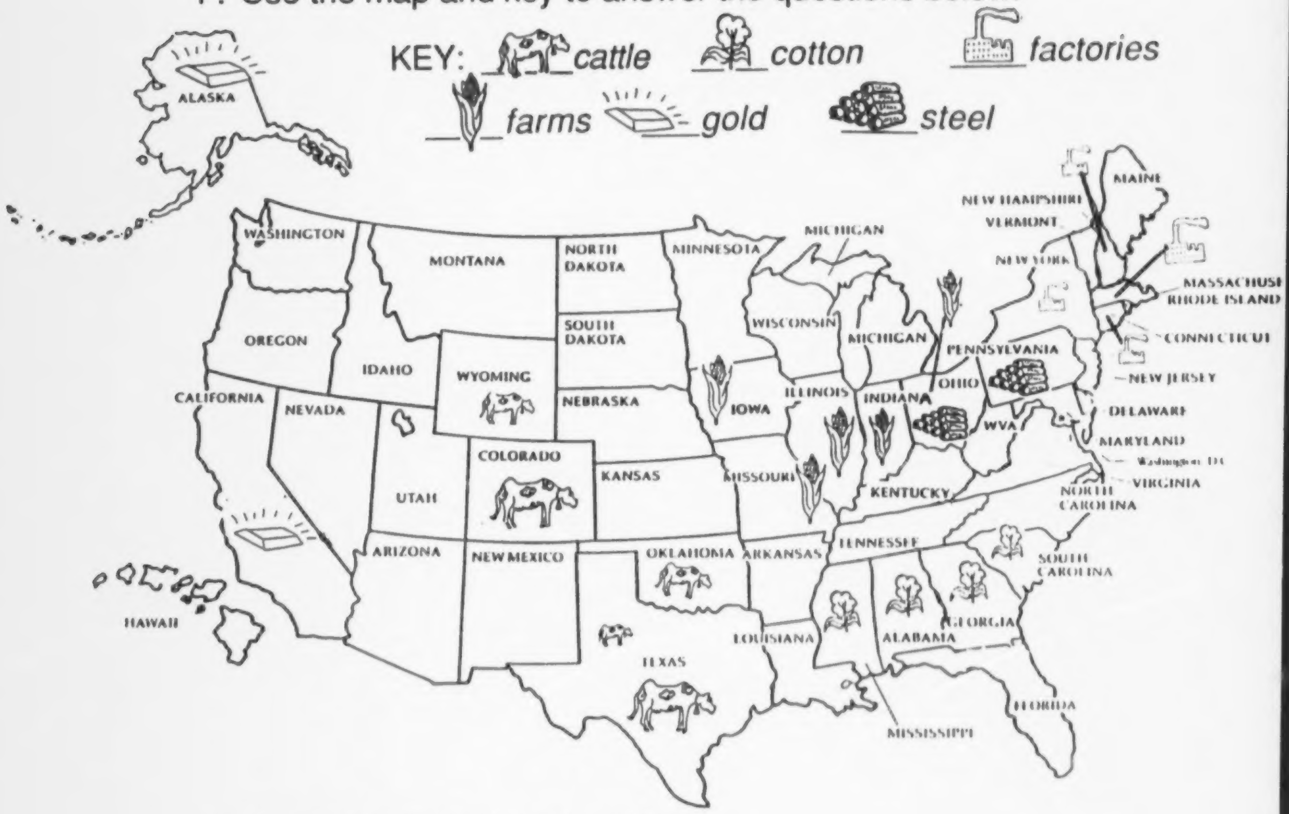
IV. Important industries
A. ________________
B. railroads
C. ________________
D. oil

V. Changes the Progressives made
A. ________________________
B. laws to control railroads
C. 16th Amendment -- income taxes
D. ____
E. 19th Amendment -- women have the right to vote

E. The chart below shows you some of the important differences between the North and the South that caused the Civil War. Complete the chart. Ask other students to help you or look back at lesson 16.

Differences	**NORTH**	**SOUTH**
Ways to make money		
Tariffs		
Representation		
Ideas about the federal government		

F. Use the map and key to answer the questions below.


KEY:
cattle
cotton
factories
farms
gold
steel
ALASKA
WASHINGTON
MONTANA
NORTH DAKOTA
MINNESOTA
MICHIGAN
NEW HAMPSHIRE
VERMONT
MAINE
NEW YORK
MASSACHUSETTS
RHODE ISLAND
CONNECTICUT
OREGON
IDAHO
SOUTH DAKOTA
WISCONSIN
MICHIGAN
PENNSYLVANIA
NEW JERSEY
WYOMING
CALIFORNIA
NEVADA
NEBRASKA
IOWA
ILLINOIS
INDIANA
OHIO
DELAWARE
WVA
MARYLAND
Washington D.C.
COLORADO
UTAH
KANSAS
MISSOURI
KENTUCKY
VIRGINIA
NORTH CAROLINA
TENNESSEE
ARIZONA
NEW MEXICO
OKLAHOMA
ARKANSAS
SOUTH CAROLINA
HAWAII
LOUISIANA
ALABAMA
GEORGIA
TEXAS
MISSISSIPPI
FLORIDA

1. Name 3 states with a lot of farms.

   Iowa

2. Name 3 states with cotton plantations.

3. Name 3 states with a lot of cattle.

4. Name 3 states with a lot of factories.

5. Name 2 states with gold.

6. Name 2 states with steel industries.

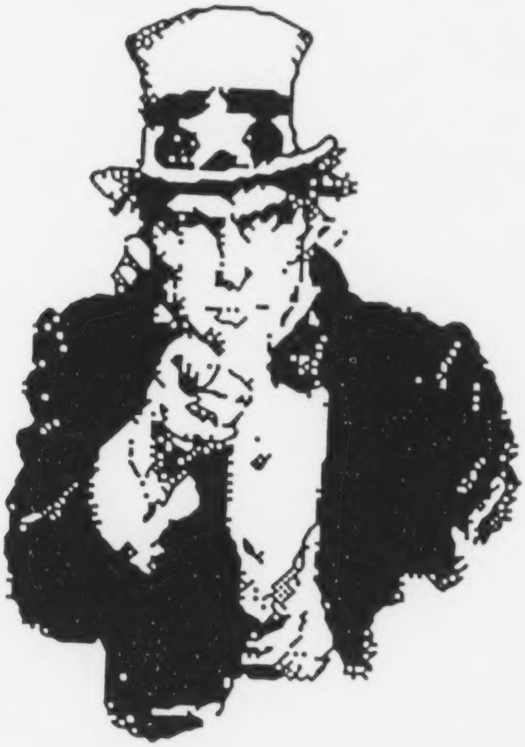
LESSON 21 WORLD WAR I

Objectives

Explain why the U.S. fought in World War I
Identify the results of World War I

Pre-Reading

Oral: Look at the picture of Uncle Sam. Answer the questions below.



1) What is the first letter of Uncle? ____
2) What is the first letter of Sam? ____
3) Write those 2 letters together ____ ____
4) Uncle Sam represents the ____ ____
5) What do you think about the U.S. when you see a picture of Uncle Sam?

Vocabulary:

Match the words on the left with the definitions on the right. Put the correct letter on the line. You may use a dictionary to help you.

b 1) (to) **draft**
___ 2) (to) **establish**
___ 3) (to) **negotiate**
___ 4) **WWI**
___ 5) **neutral country**
___ 6) (to) **prevent**
___ 7) **self-determination**
___ 8) **veteran**

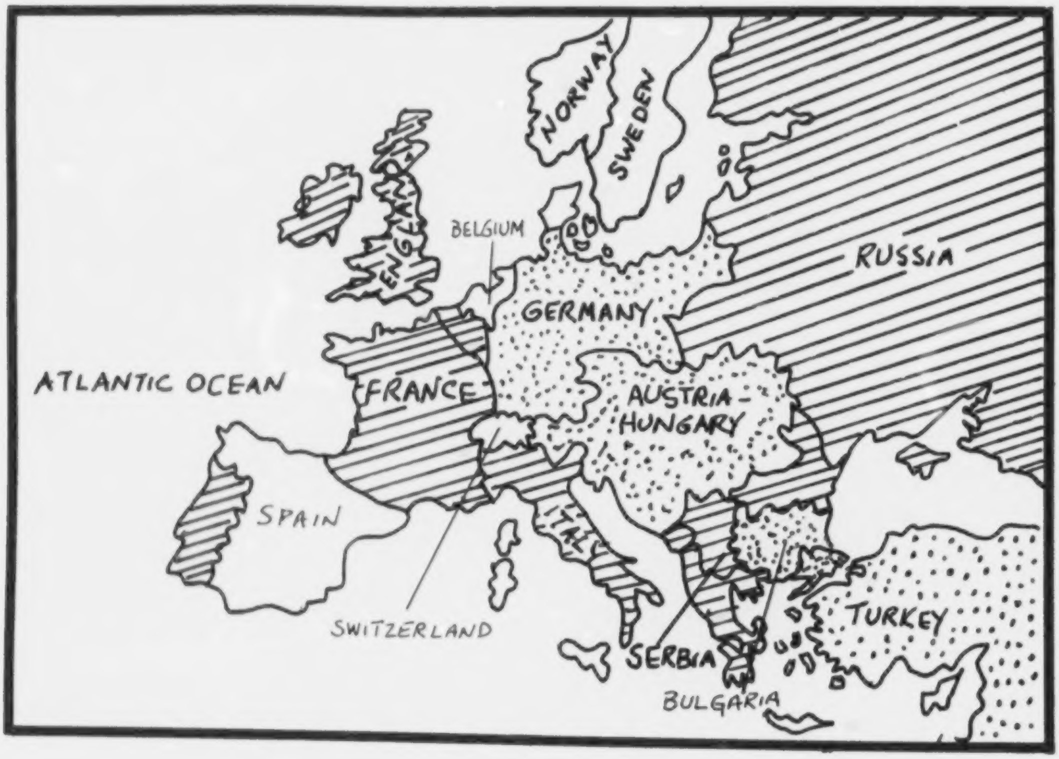
a. to stop something before it starts
b. to recruit people for the military
c. a person who was in the war
d. to talk to people with different ideas and compromise
e. World War I
f. right of the people to make their own decisions, especially about their government
g. country that is friendly to both sides in a war.
h. to set up; to start something new

Map skills:

Look at the map of Europe at the beginning of WWI in 1914 on the next page.
Which countries were part of the **Allied Powers**?
Which countries were part of the **Central Powers**?
Which countries were **neutral**?
Look at the map and write the names of the countries in the correct boxes.

KEY

▨ Allied Powers ░ Central Powers ☐ Neutral countries


NORWAY
SWEDEN
ENGLAND
BELGIUM
RUSSIA
GERMANY
ATLANTIC OCEAN
FRANCE
AUSTRIA-HUNGARY
SPAIN
ITALY
SWITZERLAND
TURKEY
SERBIA
BULGARIA

ALLIED	CENTRAL	NEUTRAL
1.__________	1.__________	1.__________
2.__________	2.__________	2.__________
3.__________	3.__________	3.__________
4.__________	4.__________	4.__________
5.__________		5.__________

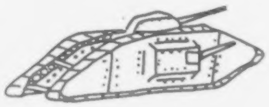
Information

The Great War or WWI

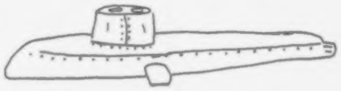
Dates	
1912	Wilson elected President of U.S.
1913	
1914	WWI began in Europe (1914); U.S. policy = isolation
1915	U.S. neutral; U.S. ships trade with Allied & Central Powers
1916	Wilson elected President again (1916)
1917	German submarines attack U.S. trade ships; U.S. enters war with Allies
1918	Germans surrender on November 11 (November 11th = Veterans' Day holiday)
1919	Treaty of Versailles peace plan
1920	19th Amendment = women can vote

Fighting

airplanes



tanks



German submarines

Events in U.S.

- U.S. drafted many men to go to war.
- Women did the work in the U.S.
- U.S. factories produced goods for the war (uniforms, guns, planes, ships, etc.)
- U.S. farm products went to soldiers fighting the war (people in the U.S. ate less meat, wheat, sugar, etc.).

Using the Information:

A. Complete the paragraph. Look at the map and chart for the information you need.

In the beginning of WWI the U.S. was a 1) neutral country. The U.S. sold goods to both the 2) ______________ and the 3) ______________ Powers. The U.S. entered the war because German 4) ______________ attacked American ships. The U.S. 5) ______________ many men to fight in the war. U.S. 6) ____________ and 7) ______________ produced goods and food to send to Europe. U.S. soldiers and supplies helped the 8) _____________ ______________ defeat the Central Powers. Germany 9) ______________ in November 1918. President Wilson helped write the 10) ____________ of Versailles after the war.

B. Form 2 groups. Debate these two sentences:

(1) War helps the economy of a country.
(2) War hurts the economy of a country.

One group will argue for sentence (1). The other group will argue for sentence (2). Each group should prepare a list of ideas for the debate. Think about WWI and the U.S. economy. Think about WWI and the economy of the European countries. Think about wars in your countries.

Reading

The Treaty of Versailles

The war was over. President Wilson had a plan for peace. He met with leaders of England, France and Italy in Versailles, France. They tried to **negotiate** a peace treaty based on fourteen points. The 14 points were:

1. no secret treaties
2-3. freedom of the seas and trade
4. less military equipment (guns, ships, tanks, etc.)
5. fair decisions about all colonies
6-13. **self determination** for the people in all countries
14. to **establish** the *League of Nations*

The European countries did not like all the points. The leaders had to make many compromises.

The *League of Nations* (an association of countries) was the most important point. The leaders said all countries should join the League. All countries should talk about problems and negotiate at the League of Nations. If countries talked and negotiated, they could **prevent** war. Later, the ideas from the League of Nations helped start the United Nations.

Unfortunately, the U.S. Senate did not ratify the Treaty of Versailles. The U.S. did not join the *League of Nations.* Many Americans wanted isolation to be the foreign policy. They wanted the country to be **neutral.**

Using the Reading:

C. Some of the 14 points are in the left column. Read the points on the left and the sentences on the right. Find the sentence with the same meaning. Put the letter of the sentence next to the correct point.

___	1) self-determination	a) Countries cannot spend too much money on guns.
___	2) freedom of trade	b) Countries come together to talk. They should not fight.
___	3) less military equipment	c) Every country chooses their own government.
___	4) no secret treaties	d) No country can attack ships transporting goods to sell .
___	5) League of Nations	e) Two countries cannot make private agreements.

Testing skills

Circle the letter of the best answer.

1. Which country fought for the Central Powers?
   a) Russia
   b) Italy
   c) Germany
   d) None of the above

2. Which country fought for the Allied Powers?
   a) The U.S.
   b) Italy
   c) France
   d) All of the above

3. The U.S. did not fight between 1914 - 1917. Why not?
   a) Because the U.S. did not have many soldiers.
   b) Because the U.S. was neutral.
   c) Because the European countries were stronger.
   d) All of the above

4. What changes happened in U.S. industry during WWI?
   a) Factories closed because there was no money.
   b) Factories had more young men to work.
   c) Factories moved west.
   d) None of the above

5. Who won WWI?
   a) The Allied Powers
   b) The Central Powers
   c) The U.S.
   d) None of the above

Review

Do you know ____________________________________

why the U.S. was neutral at the beginning of WWI?
who won WWI?
what the League of Nations was?

LESSON 22 THE DEPRESSION: 1929 - 1939

Objectives

Identify causes of the Depression
Explain how the government helped the people

Pre-Reading

Oral: Discuss the following situations with your classmates.

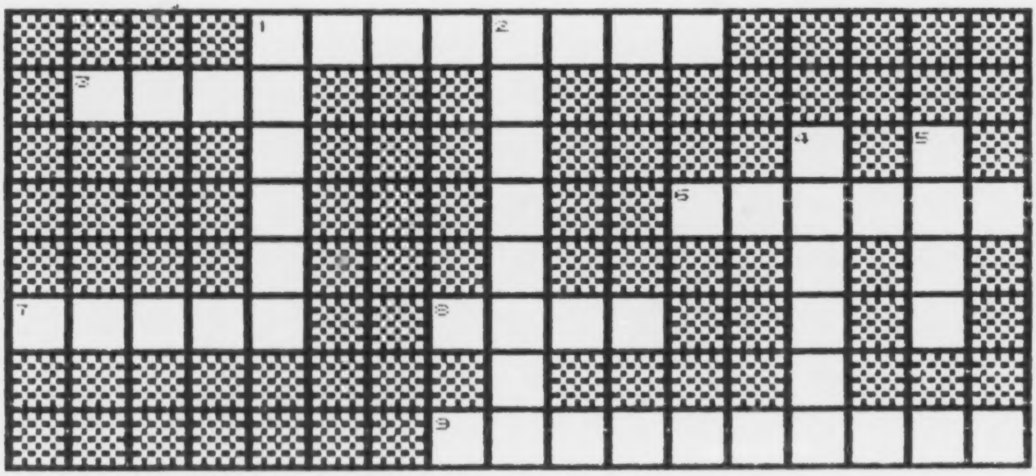
WHAT HAPPENS ...

1) when farms produce too much food?
2) when factories produce too many goods?
3) when factories cannot sell their products?
4) when factories close?
5) when people lose their jobs?
6) when people buy everything on credit ?

Vocabulary:

Use the words below to complete the crossword puzzle on the next page. You can use your dictionary if you need help.

borrow
fail
regulation
credit
decrease
shut down
debt
stocks
loan
wages



Across:

1) To close or stop running a business or factory
2) John owes the bank and his friends a lot of money. He is in __________.
6) If you need a pen, you can __________ one from a classmate.
7) Pay; the money you get for working
8) To be unsuccessful; opposite of succeed
9) Rule or law

Down:

1) Big companies need a lot of money so they sell __________ or shares of the company to people. If the company makes a lot of money, the price of the __________ will go up.
2) To become less; opposite of increase
4) Sometimes I do not have any cash so I buy things on __________. I pay for them at the end of the month.
5) If you want to buy a car but do not have enough money, you can get a __________ from a bank. You will have to pay some money back to the bank every month.

Information

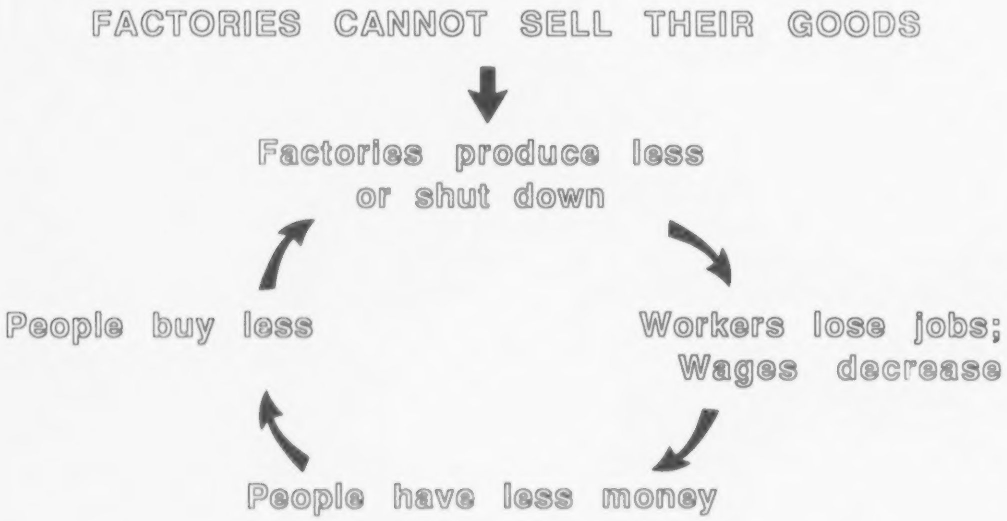
Causes of the Depression
(1929 - 1939)

Results of WWI: European countries had a lot of debts from the war. They set up high tariffs. U.S. companies could not sell many goods in Europe.

Industry: Factories produced too many goods. New machines could do the work of many people. People lost jobs or had low wages. People bought many things on credit.

Stock Market: People bought stocks in many companies. People borrowed money from banks to buy stocks. Stock prices increased. People became nervous about the economy. People sold stocks quickly and the stock prices decreased. The stock market failed. Many people lost all their money. Banks lost money and failed.

Agriculture: Farms produced a lot of food. Food prices started to decrease. Farmers lost money.


FACTORIES CANNOT SELL THEIR GOODS
Factories produce less or shut down
Workers lose jobs; Wages decrease
People have less money
People buy less

Using the Information:

A. Work with a partner. Student A reads sentences 1 - 3 about the Depression. Student B tells if they are true (**T**) or false (**F**).

	Student A	Student B	
1.	The Depression was between 1929 and 1939.	T	F
2.	The U.S. sold many goods to Europe during the Depression.	T	F
3.	People saved a lot of money.	T	F

Switch roles. Student B reads sentences 4 - 6. Student A tells if they are **T** or **F**.

	Student B	Student A	
4.	The economy was weak during the Depression.	T	F
5.	There were more jobs.	T	F
6.	Factories closed.	T	F

Three of the sentences above are false. Which ones? Correct the sentences. Make them true.

B. Complete the following "IF" sentences. Use the information in the circle (Factories cannot sell their products) to help you. For example:
If people have less money to spend, they buy less.

1. If people buy less, factories ______________________.
2. If factories shut down, workers ______________________.
3. If people lose their jobs, they ______________________.
4. If there is too much food produced, prices ______________.
5. If you borrow money from the bank, you ______________.

Reading

The Government of Franklin D. Roosevelt

The Depression hurt many people for a long time. Many banks and businesses **failed**. Factories **shut down**. By 1932, one fourth (1/4) of the workers in the U.S. were unemployed. **Wages decreased** for the people with jobs. The people were afraid. They wanted changes in the country.

Franklin D. Roosevelt was elected President in 1932. He wanted the central government to help the people. The *New Deal* was Roosevelt's plan to help the people and to end the Depression. The government made many changes during the New Deal. Some of the most important ways the government helped were:

-- providing jobs to build roads, bridges, schools, government offices, parks, etc.
-- providing **loans** to help people buy and keep houses and farms.
-- establishing regulations for banks and businesses.
-- setting up the Social Security system

Some people did not like Roosevelt's plan, but he was elected again in 1936. The Depression continued until 1939. Another war began in Europe and the U.S. started to produce goods for WWII. There were jobs in the factories again. The U.S. economy started to improve.

Using the Reading:

C. Unscramble the following sentences about the Depression. Look at the Reading and the Information to help you. The first word of every sentence has a capital letter. Write the sentences.

1. money / People / buy / goods / to / stocks / and / borrowed

____

2. had / banks / businesses / Many / to / and / close

____

3. than / more / Factories / goods / sell / could / made / they

____

4. The / jobs / government / loans / and / provided

____

5. banks / for / and / The / businesses / set up / government / regulations

____

____

Testing skills

An INS official will ask you questions and you may have to stop and think about the answers. In the box on the next page you see some expressions you can use. Read (or listen to) the conversation. Choose an expression from the box to complete the conversation.

Let me think...
Could you say that again, please?
What does "________" mean?

INS official: What happened in the 1930's?
Daniel: In the 1930's...there was a depression.
INS official: What caused the Depression?
Daniel: 1) I'm sorry. ______________________________
INS official: What **caused** the Depression?
Daniel: 2) ______________________________
INS official: Okay. Think about it for a minute.
Daniel: Oh yes. The st...stock market failed. People and banks lost money.
INS official: How did the government react?
Daniel: 3) I'm sorry. ________________"react" __________
INS official: What did the government do?
Daniel: 4) ______________________________
(finish the conversation for Daniel)

Review

Name 3 causes of the Depression.

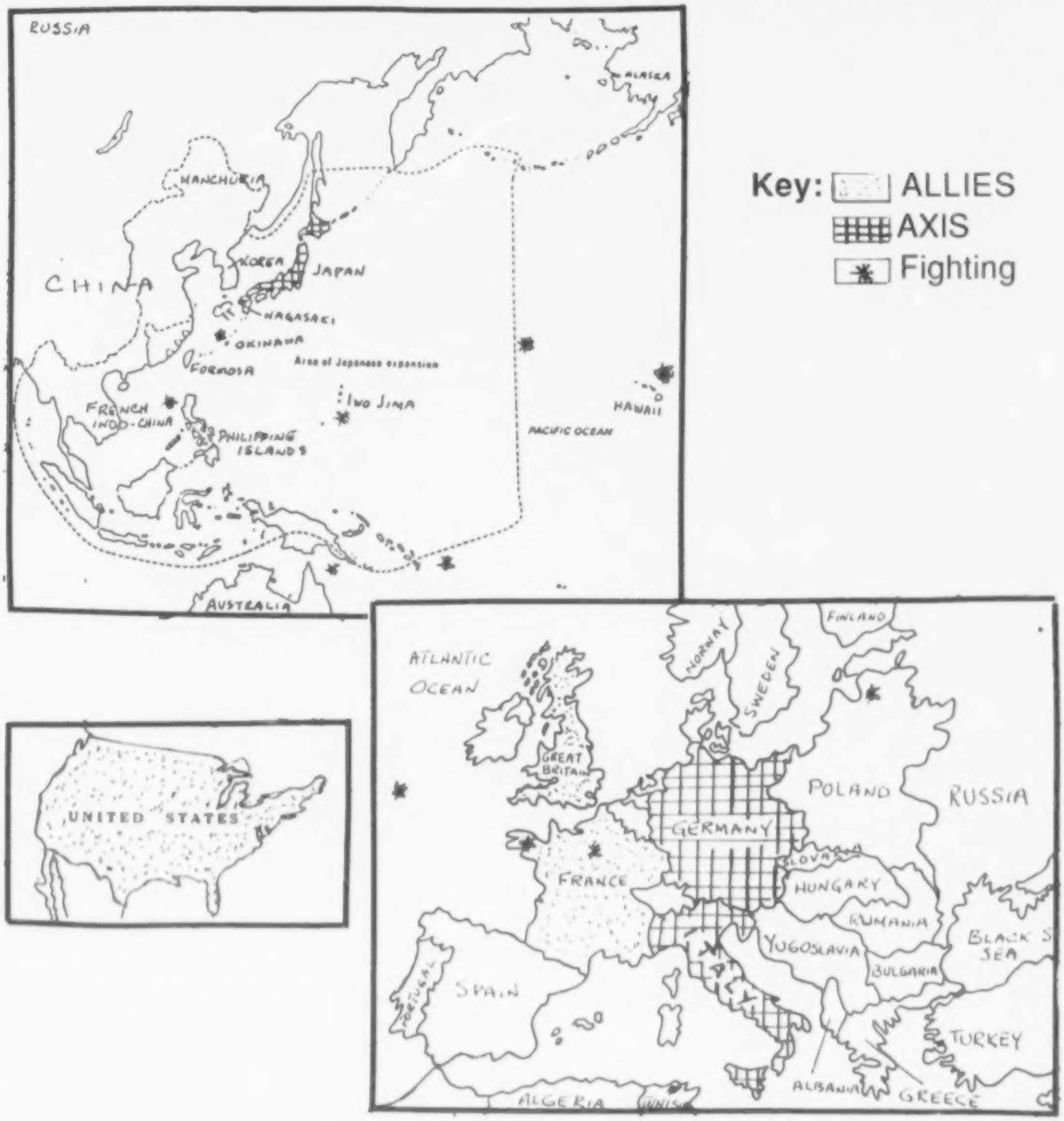
Name 3 things the government did to help the people.

LESSON 23 WORLD WAR II

Objective Identify major events of World War II (WWII)

Pre-Reading

Map skills: Look at the maps below. They show some countries that fought in WWII. Which countries were part of the **Allies**? Which countries were part of the **Axis**? Write the names of the countries in the correct boxes on the next page.


RUSSIA
ALASKA
MANCHURIA
CHINA
KOREA
JAPAN
NAGASAKI
OKINAWA
FORMOSA
Area of Japanese expansion
IWO JIMA
HAWAII
FRENCH INDO-CHINA
PHILIPPINE ISLANDS
PACIFIC OCEAN
AUSTRALIA
Key:
ALLIES
AXIS
Fighting
UNITED STATES
ATLANTIC OCEAN
NORWAY
SWEDEN
FINLAND
GREAT BRITAIN
POLAND
RUSSIA
GERMANY
SLOVA
HUNGARY
FRANCE
RUMANIA
YUGOSLAVIA
BLACK SEA
BULGARIA
ITALY
SPAIN
PORTUGAL
TURKEY
ALBANIA
GREECE
ALGERIA
TUNIS

ALLIES	**AXIS**
1.________________	1.________________
2.________________	2.________________
3.________________	3.________________
4.________________	

Vocabulary:

Use your dictionary to find definitions for the following words.

atomic bomb - ____
____

(to) **bomb** - ____
____

defense - ____
____

dictator - ____
____

(to) **invade** - ____
____

invasion - ____
____

Nazi - ____
____

Written:

The left column has names of famous leaders and places during WWII. The right column has more information about the leaders and places. Match the information on the right to the people and places on the left. Put the correct letter on the line.

_c_ 1) Hitler
___ 2) Hiroshima
___ 3) Eisenhower
___ 4) Pearl Harbor
___ 5) Normandy (D-Day)
___ 6) Mussolini

a) U.S. military general
b) Japan attacked the U.S. Navy in Hawaii
c) head of the German Nazi Party
d) Italian dictator
e) Allied invasion in France
f) U.S. dropped the atomic bomb on Japan

Reading

The Beginning of WWII

There were many economic problems in the world after WWI and during the Depression. Germany had a very difficult time. A new group, the **Nazis**, came to power in Germany in 1933. Their leader was Adolf Hitler. A similar group came to power in Italy. Their leader was Benito Mussolini. These two countries wanted to use military power to get more territory and to end the economic problems. At the same time, Japan wanted more territory and power in Asia. These 3 countries **invaded** other countries and fighting started in the 1930's.

The U.S., France and England did not want to fight another war. France and England tried to negotiate with Hitler and other leaders. The U.S. Congress passed laws to keep the U.S. neutral. The laws said the U.S. could not sell war goods or make loans to any country fighting a war.

Japan attacked and took control of parts of China between 1931 and 1939. Italy invaded Ethiopia in North Africa in 1935. Hitler wanted to control all of Europe, and Germany invaded Poland in September 1939. France and England (the Allies) declared war on Germany -- WWII began.

In the beginning the U.S. stayed neutral. Later the U.S. Congress passed new laws so the U.S. could help England and France. In December 1941 the Japanese attacked the U.S. Navy at Pearl Harbor. The U.S. joined the Allies and declared war against Japan.

Using the Reading:
A. Complete the following sentences.

1. Adolf Hitler was the leader of the __________ in Germany.
2. Germany, Italy, and Japan wanted more ______________.
3. At first, the U.S., England and France were ___________countries.
4. The U.S. did not make __________ to any fighting countries.
5. Between 1931 and 1939, there was fighting in __________, __________, and __________.
6. England and France _____________ war after Germany ____________ Poland.
7. The U.S. joined the __________ after the Japanese __________ the U.S. Navy at Pearl Harbor.

Information

Events of World War II

In Europe		*In the Pacific*
	1931	*Japan invades China*
Italy invades Ethiopia	1935	
Germany invades Poland; France and England declare war	1939	
Nazis control France	1940	
Germany attacks Russia; Russia joins Allies	1941	*Japanese bomb U.S. Navy at Pearl Harbor, U.S. joins Allies*
Axis Powers winning in Europe	1942	*Japan attacks Philippines and other Asian countries*
U.S. General Eisenhower and Allied armies invade N. Africa		
Germans stopped in Russia; Axis armies stopped in N. Africa; Allies attack and defeat Italy	1943	
D-Day: Allies invade Normandy (in France)and push the Germans out	1944	
May: Germany surrenders	1945	*August: U.S. drops atomic bomb on Hiroshima and Nagasaki in Japan*
		September: Japan surrenders

Using the Information:

B. Read the following sentences. Decide if they tell you about an Axis or an Allied country. Write the word **Axis** or **Allied** on the lines. Look at the Information and Reading again if you need help.

1. An ___________ country invaded Ethiopia.
2. An ___________ country attacked Pearl Harbor.
3. The U.S. was an ___________ country.
4. The ___________ countries were winning in Europe in the summer of 1942.
5. General Eisenhower and the ____________ armies invaded Normandy.
6. An ____________ country dropped the first atomic bomb in 1945.
7. Two ____________ countries surrendered in 1945.
8. The ____________ countries won the war.

C. Work with a partner. Student A reads the beginning of sentences 1 - 3. Student B completes the sentences using one of the lines from the box on the next page. For example:
Japan invaded China... before WWII started

Student A

1. England and France did not declare war...
2. The U.S. stayed neutral...
3. Russia joined the Allies...

Switch roles. Student B reads the beginning of sentences 4 - 6. Student A completes the sentences

Student B

4. The Allies invaded North Africa...
5. The Germans controlled France...
6. Japan surrendered...

...after Germany attacked Russia.
...from 1940 until D - Day.
...until the Japanese bombed Pearl Harbor.
...after the U.S. dropped the atomic bomb.
~~...before WWII started.~~
...until Germany invaded Poland.
...before they invaded Normandy.

Testing skills

Work with a partner. One student will be an INS official. Have a conversation with your partner. Ask your partner the following questions.

INS official: What countries started WWII?
Partner: 1)
INS official: Why did the U.S. fight in WWII?
Partner: 2)
INS official: Why did the Japanese surrender?
Partner: 3)
INS official: Who won WWII?
Partner: 4)

Review

Look at the matching exercise again. Put the correct letter on the line.

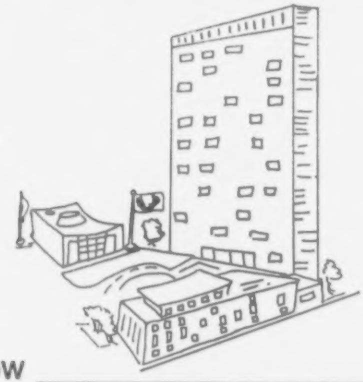
___ 1) Hitler
___ 2) Hiroshima
___ 3) Eisenhower
___ 4) Pearl Harbor
___ 5) Normandy (D-Day)
___ 6) Mussolini

a) U.S. military general
b) Japan attacked the U.S. Navy in Hawaii
c) head of the German Nazi Party
d) Italian dictator
e) Allied invasion in France
f) U.S. dropped the atomic bomb on Japan

LESSON 24 AFTER WWII: THE COLD WAR

Objective Explain the meaning of the term "Cold War"

Pre-Reading
Oral: Look at this picture of the United Nations (UN) building.



Do you know ______________________________
where the UN is? (what city)
when the UN was set up?
what the UN does?

Your teacher will read a paragraph about the United Nations two times. Listen the first time. The second time, listen and fill in the missing words. Use these words.

United Nations
educational
peace
discuss
negotiate
economic
New York
April 1945

In 1) ____________, fifty Allied countries had a meeting to talk about 2) ____________. They set up the 3)________ ________. Today the UN is in 4) ________ ________. Countries can meet at the UN to 5) ____________ problems and to 6) ____________. The UN also gives 7) __________ and 8) ____________ help to many countries.

Vocabulary:

Read the definitions of the following words. Then use some of the new vocabulary to complete the sentences below.

aid - help; support; assistance

Cold War - The "Cold War" began after WWII. In the Cold War, people do not fight with bombs, guns, tanks, etc. They fight for power in economics, technology and politics.

communism - a system of government; the government owns and controls many things; usually there is little freedom

expansion - the action of becoming larger or expanding

influence - when you try to make someone or another country be like you or act a certain way
(to) **influence** - to have an effect on

NATO - North Atlantic Treaty Organization; a group of several Western European countries and the U.S.

(to) **occupy** - to move into and take control of another country, city, town, etc.

powers - nations that have influence or control over other countries
powerful - very strong; with a lot of power

troop - a group of soldiers

1. In the 1800's, there was a lot of ______________ into the western part of the U.S.
2. Russia and the U.S. are important world ________________.
3. Parents try to ______________ their children to act in a good way.

4. Neutral countries do not want the more powerful countries to ______________ other countries.
5. If someone gets hurt, you can give them ______________.

Reading I

The Cold War

Many countries were destroyed in WWII. They were very poor after the war. Germany, Italy and Japan were completely defeated. England and France lost most of their world **power**. The Soviet Union and the U.S. became the two most **powerful** countries in the world.

Russia (The Soviet Union)	The United States
• Communist government	• Democratic government
• Warsaw Pact (1955)	• NATO (1949)
-- with Eastern Europe	-- with Western Europe
-- 2 kinds of governments can live in peace	-- to stop **expansion** of Soviet **influence**
-- defend each other if attacked	-- defend each other if attacked
• Goal: expand **communism**	• Goal: help countries stay free and stop expansion of communism

The **Cold War** continues. The Soviet Union and the U.S. try to **influence** other countries. Both the Soviet Union and the U.S. give economic and military **aid** to neutral and developing countries. A balance of power (equal power) can help prevent another world war.

Using the Reading:

A. Use these words to write questions. You have to add some words. Later, ask your partner to answer the questions.

1. What / countries / powerful / after WWII ?
2. What / European countries / have / agreement / the Soviet Union ?
3. What / European countries / have / agreement / the U.S. ?
4. What / goal / NATO ?
5. How / Soviet Union / U.S. / influence / developing countries ?
6. What / Cold War / mean ?

B. Form a small group. Look at a world map. In what countries do you think the Soviet Union has a strong influence? In what countries do you think the U.S. has a strong influence? What countries do you think are neutral? Make 3 lists. You do not have to include every country. Later share your group's list with the class.

Soviet Influence	U.S. Influence	Neutral

Before **Reading II,** find Korea on the map. What are two countries near Korea? ______________ and ______________

Reading II

The Korean War

Korea was controlled by Japan from 1910 to 1945. At the end of WWII, American and Soviet troops **occupied** Korea. A communist government was set up in North Korea. The government of South Korea was independent and against **communism**.

In 1950, North Korean Communist **troops** attacked South Korea. The United Nations voted to send help to South Korea. At first, the North Koreans, with help from Communist Chinese troops, were winning. Later, the South Koreans, with help from UN troops mostly from the U.S., pushed the North Koreans back.

In 1953, North and South Korea signed an agreement. The fighting stopped, but the country did not reunite. North Korea and South Korea were still divided in 1988.

Using the Reading:

C. Read the following sentences. These sentences have the same meaning as some of the sentences in the Reading. Can you find the sentences in the Reading with the same meaning? Write them on the lines.

1. There were Soviet and U.S. troops in Korea after WWII.

At the end of WWII, American and Soviet troops occupied Korea.

2. The South Korean government was anti-communist.

____

3. South Korea was attacked by Communists from North Korea.

____

4. The Communist Chinese and North Koreans were winning in the beginning.______________________________________

____

5. The war was over, but the countries were still divided.

____

Testing skills

Circle the letter of the best answer.

1. What organization helps keep peace in the world today?
   - a) The League of Nations
   - b) The United Nations
   - c) The Warsaw Pact
   - d) None of the above

2. The Axis countries lost __________ in WWII.
   - a) power
   - b) territory
   - c) soldiers
   - d) all of the above

3. Which of these countries has a democratic government?
   - a) The Soviet Union
   - b) China
   - c) North Korea
   - d) None of the above

4. What country helped the South Koreans the most?
   a) China
   b) The Soviet Union
   c) The U.S.
   d) None of the above

Review

Do you know ____

which countries lost power after WWII?
which countries became more powerful after WWII?
what the term "Cold War" means?
why the U.S. and the Soviet Union do not want to fight another war?

LESSON 25 CIVIL RIGHTS AND THE VIETNAM WAR

Objectives: Identify the main issues leading to the Civil Rights movement and the results

Explain the role of the U.S. in the Vietnam War

Pre-Reading

Oral: Work with a partner. Discuss these questions.

Think about colonial America. The colonists did not like some laws and taxes from England. What did they do? How did they protest?

Then they had a war. Do you think a war is always necessary to solve a problem about politics?

Think of a problem you have today. Maybe it is a problem about employment or about taxes or about insurance. What actions can you take?

Vocabulary:

Match the words in the left column below with their opposites in the right column. Put the letter of the correct answer on the line. You may use a dictionary to help you.

___	1. **segregation**	a. equality
___	2. **non-violent**	b. unanimous
___	3. **discrimination**	c. integration
___	4. **split public opinion**	d. fighting, hitting, shooting

These are some other terms to know:

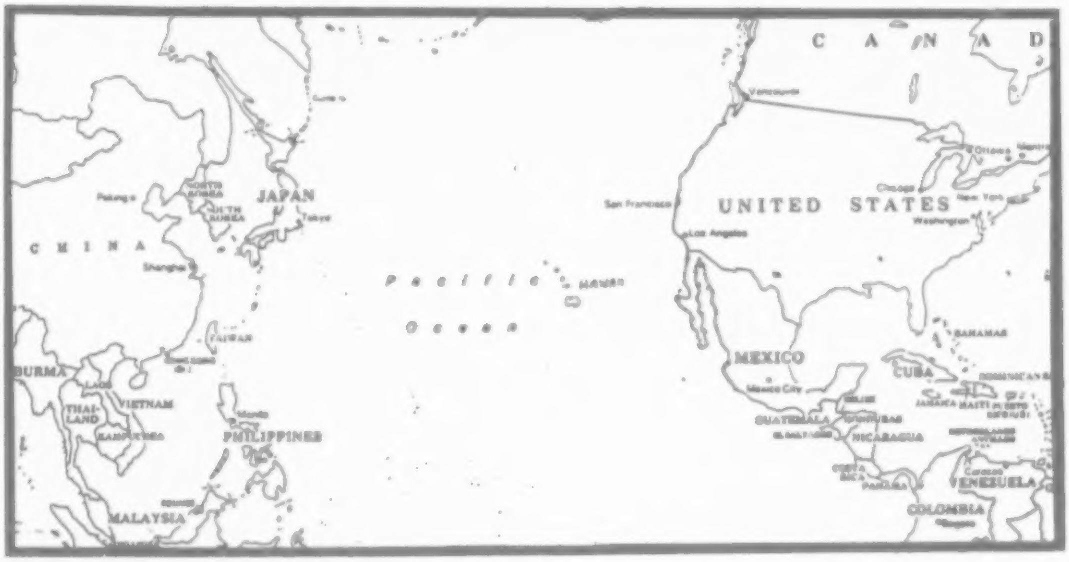
Voting Rights Act of 1970 - one of the Civil Rights laws. This made voting more fair for Blacks in southern states.

Brown v. Board of Education - a very famous Supreme Court decision in 1954. This decison said segregation was against the law. Blacks and whites could go to the same schools and restaurants, etc.

sit-in - a type of non-violent demonstration; protesters just sit down and block other people from walking or doing business.

marches - these are protests where people walk and carry signs; like parades.

Map skills: Look at the map below. It shows Asia and N. America.


CANADA
Vancouver
Ottawa
Chicago
New York
Washington
San Francisco
UNITED STATES
Los Angeles
Pacific Ocean
Hawaii
JAPAN
Tokyo
NORTH KOREA
SOUTH KOREA
Peking
CHINA
Shanghai
TAIWAN
BURMA
LAOS
VIETNAM
THAILAND
KAMPUCHEA
PHILIPPINES
Manila
MALAYSIA
MEXICO
Mexico City
CUBA
BAHAMAS
JAMAICA
HAITI
GUATEMALA
HONDURAS
NICARAGUA
COSTA RICA
PANAMA
VENEZUELA
Caracas
COLOMBIA
Bogota

Vietnam is a small country in Southeast Asia. Circle it on the map.

Vietnam used to be a French colony. Now it is a communist country. There are two big communist countries near Vietnam. They are:
1) **S _ V _ _ T _ N _ O _** and **_ H _ _ _.**

Find the U.S. on the map. Is the U.S. east or west of Vietnam?
2) ________ Which state is the closest to Vietnam? 3) ______________

In the 1950's the U.S. fought a war in Korea. In the 1960's and 1970's the U.S. fought in Vietnam. If you are in Korea, in which direction do you go to get to Vietnam? 4) ______________

Information

The Civil Rights Movement

problem:

Segregation of Blacks and Whites:
- unequal schooling
- Blacks had to sit in the back of buses
- "white only" restaurants, restrooms, etc.

Discrimination and racism

actions:	*results:*
Non-violent demonstrations: • sit-ins, boycotts • marches, speeches Martin Luther King, Jr. became a famous leader.	Civil Rights laws (1957, 1960, 1964 and 1968) • fair employment • Voting Rights Act of 1970 Supreme Court decisions: for example, Brown v. Board of Education

The Vietnam War

problem:

Civil War in Vietnam
More and more U.S. soldiers sent to fight communist soldiers
Split public opinion in the U.S. about fighting

actions:	*results:*
Presidents Kennedy and Johnson sent more U.S. troops.	Much public opinion turned against the war.
President Nixon promised to stop the war.	Nixon negotiated peace in 1973.
Many protest demonstrations against the war, especially by college student groups.	North Vietnam defeated South Vietnam in 1975. Communists ruled all of Vietnam.
	U.S. Vietnam veterans were not honored until the mid 1980's.

Using the Information:

A. Read the three questions and the answer below. Choose the best question for the answer. Circle the correct letter.

Example: [✓ a)] What was a problem for Blacks?
b) Who sat in the back of buses?
c) What was an action during the Civil Rights movement?

Answer: Discrimination.

(You circle **a**. "Discrimination " is the answer to,"What was a problem for Blacks?")

1a) What were some results of the Civil Rights movement?
b) What were some types of non-violent demonstrations?
c) What were the names of famous Civil Rights leaders?

Answer: Boycotts, sit-ins and marches.

2a) Who was a leader of the Civil Rights movement?
b) Who negotiated the peace to end the Vietnam War?
c) Who sent U.S. soldiers to Vietnam?

Answer: Martin Luther King, Jr.

3a) What was a problem during the Civil Rights movement?
b) What was a famous Supreme Court case for civil rights?
c) What helped Blacks get better job situations and stopped voting discrimination?

Answer: The Civil Rights laws of 1957, 1960, 1964, 1968 and 1970.

4a) Did all Americans fight in Vietnam?
b) Did all Americans become Vietnam veterans?
c) Did all Americans agree with fighting in Vietnam?

Answer: No, public opinion was split.

5a) What did Presidents Kennedy and Johnson do?
b) What did many college students do?
c) What did President Nixon and the Vietnamese do?

Answer: They had protests and demonstrations.

6a) When did the Vietnam veterans receive some honor?
b) When did North Vietnam have a victory over South Vietnam?
c) When did the Supreme Court decide *Brown v. Board of Education*?

Answer: In the 1980's.

B. Divide the class into two groups. Have a debate about Civil Rights. One side believes segregation is a good thing. The other side believes integration is a good thing.

The debate in the 1950's and 1960's focused on Blacks and Whites. Do you think Hispanic, Asian and other groups should be included? Should there be separate schools, restaurants, restrooms, etc. for all these groups?

Reading

The Vietnam War

Vietnam was a French colony. After World War II, Vietnam wanted to be all independent. But, there were two political parties in the country. Both wanted power. Vietnam had a civil war. Communist troops in the north fought with anti-communists troops in the south.

France and South Vietnam asked for U.S. help. President Kennedy started sending U.S. soldiers to Vietnam. President Johnson continued after him.

The Vietnam War was very unpopular in the U.S. Public opinion was **split** into two sides. Some people thought the U.S. should fight against communism in other countries. Other people thought Vietnam was not the responsibility of the U.S. They did not want U.S. soldiers to die there.

President Nixon promised to end the war. He helped negotiate a peace treaty with the North Vietnamese in 1973. Americans soldiers started to come home. But, in 1975, the North attacked the South again. This time the North defeated and controlled the South. Communists ruled all of Vietnam.

Because the Vietnam War was unpopular, many Americans did not honor Vietnam veterans. Many veterans were depressed. It was not easy for them to adjust to life in the U.S. again. In the 1980's a memorial was built for the Vietnam veterans. It is in Washington, DC. In the mid 1980's, people began to honor the Vietnam veterans more.

Using the Reading:

C. Read the following sentences. Three of them are false. Check (√) them.

__ 1. We fought the Vietnam War in North America.

__ 2. North Vietnam was communist.

__ 3. Vietnam used to be an English colony.

__ 4. In 1975 Communists ruled all of Vietnam.

__ 5. Some Vietnam veterans had problems living in the U.S. after the war.

__ 6. The Vietnam Veterans' Memorial is in Hawaii.

Write the three false sentences. Make them true.

a)

b)

c)

Testing skills

Your teacher will read questions to you. In the box below you see **8 responses**. Choose the correct response for the question you hear. Notice there are only **5 questions**. Do not use all the responses.

Oh, I remember. It was in 1976.
Let me think... Martin Luther King, Jr.
I'm sorry. I do not understand "resistance".
A small country in Asia. The name was... was... Vietnam.
Oh, I understand now. One example is a sit-in.
I think it was President Nixon.
In Korea.
I'm not sure. Maybe it was 1973.

1)

2)

3)

4)

5)

Review

Explain non-violent demonstrations. Do you think using non-violence to change opinions is a good idea?

Why did the U.S. send soldiers to the Vietnam War?

What was public opinion about the Vietnam War?

What were the results of the ______________________________

Civil Rights movement?

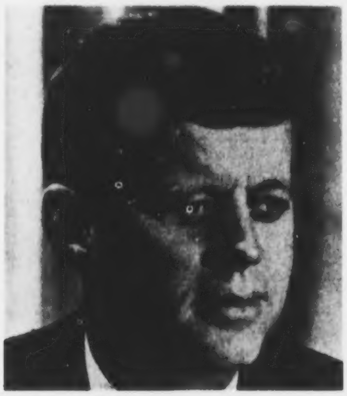
Vietnam War?

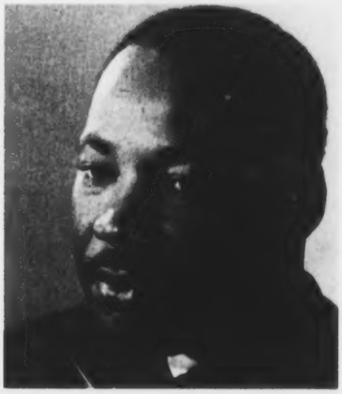
LESSON 26 JOHN F. KENNEDY & MARTIN LUTHER KING, JR.

Objectives:
Identify President John F. Kennedy
Identify Reverend Martin Luther King, Jr.

Pre-Reading

Oral: Look at the following pictures:





Think about the information in the last lesson. Discuss the following questions with a partner.

1) Which of these two men sent U.S. military troops to Vietnam?
2) Which of these two men used non-violent demonstrations for protesting?
3) Which of the two men was President of the U.S.?
4) Make a short list.
   - What do you know about ________________?

John F. Kennedy   Martin Luther King, Jr.

Written: Unscramble the following words from the past lesson. Use them to complete the sentences below.

reshamc **tinggeesaor** **onn-liveton** **lipst**

1) After 1954, ________________ was against the law. Blacks and whites could go to the same schools.

2) Half of a group of students votes "yes." The other half votes "no." There is a _______ opinion in the class.

3) Boycotts and sit-ins are examples of _____________ demonstrations.

4) During the Civil Rights movement, many Blacks went on __________ in major U.S. cities. They carried signs and walked to important places.

Reading I

President John F. Kennedy

In 1960 John F. Kennedy was elected President. He became the youngest president of the U.S. in history. He was forty-three years old. Lyndon B. Johnson was the Vice-President.

President Kennedy tried to help the poor through better educational, job and housing opportunities. For example, he started Medicare, a system of health insurance for poor people. He was interested in civil rights. He also sent aid to countries in Central and South America.

President Kennedy wanted to fight communism. He sent U.S. troops to Vietnam. He also tried to stop communism in Cuba.

Kennedy was a popular president in the U.S. He was assassinated in Texas in 1963. Many Americans were sad. He did not complete one term. Lyndon Johnson became the new President.

Using the Reading:

A. Work with a partner. Student A reads sentences 1 - 3. These sentences are all false. Student B tells the correct sentence.

Student A

1) John F. Kennedy was forty-five when he became president.
2) Kennedy sent troops to South America.
3) Kennedy tried to help rich people get a better education.

Switch roles. Student B reads sentences 4 - 6. Student A tells the correct sentences.

Student B

4) Kennedy sent a lot of aid to Europe.
5) Most Americans did not like President Kennedy.
6) Kennedy was assassinated in Vietnam.

Reading II

Martin Luther King, Jr.

Reverend Martin Luther King, Jr. was a famous leader of the Civil Rights movement. He believed Blacks could change the opinions of many Americans with non-violent demonstrations. He wanted to stop **segregation**, but he did not want fighting or violence. One law said Blacks had to sit in the back of buses. This was not fair.

King helped plan a boycott of buses in Montgomery, Alabama. Blacks did not ride on the buses for more than one year. Finally, segregation on buses stopped. King also led **non-violent** protests, demonstrations, sit-ins and **marches** all over the U.S. He wanted to help all poor Americans. He gave many famous speeches.

In 1964 King received the Nobel Peace Prize for his non-violent movement. This was a great honor. In 1968, King was assassinated. The U.S. lost a great leader, but the Civil Rights movement continued and new laws gave more equality to Blacks.

In January we celebrate Martin Luther King, Jr. Day. It is a national holiday.

Using the Reading:
B. Answer the following questions.

1. What methods did King use to change opinions of many Americans?

2. Why did he plan a bus boycott?

3. What did Reverend Martin Luther King, Jr. receive in 1964?

4. Was the Civil Rights movement successful? Name some results of the movement.

Testing skills

Read the following sentences. Check the name of the person the sentences tell about. Some sentences may be about both men.

	JFK	**MLK**
1. He believed in civil rights.	___	___
2. He went on marches and sit-ins.	___	___
3. He was the youngest U.S. president.	___	___
4. He was assassinated.	___	___
5. He wanted to help poor people.	___	___
6. We celebrate a holiday for him.	___	___

Review

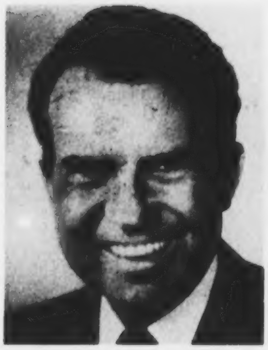
Can you name______________________________

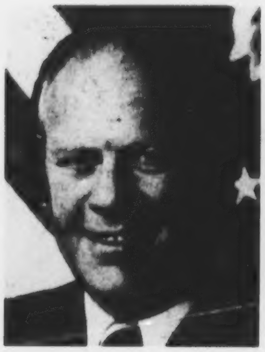
2 important things about John F. Kennedy?
2 important things about Martin Luther King, Jr.?

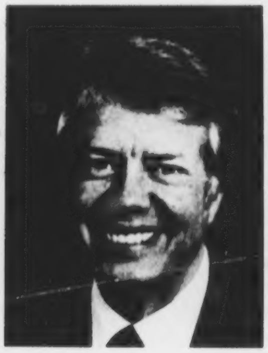
LESSON 27 PRESIDENTS FROM 1969 - 1989

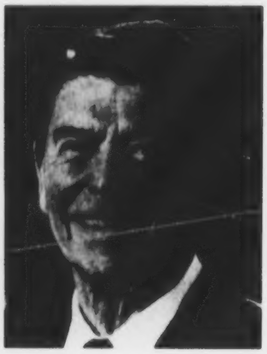
Objective: Identify presidents from 1969 to 1989 and important events of their terms of office
Identify the importance of Watergate

Pre-Reading
Oral: Look at the following pictures of U.S. presidents from 1969 to 1989. Write the correct names under the pictures.









__________ __________ __________ __________

Richard Nixon (1969-1974)
Gerald Ford (1974-1977)
Jimmy Carter (1977-1981)
Ronald Reagan (1981-1989)

Discuss these presidents with the class. Can you think of something that happened during their terms?

Which president signed a law about immigration?
Which president resigned from office?
Was one of these men President when you came to the U.S.? If yes, which one?

Written: Read the following sentences. Do you think they are true or false? Circle **T** or **F**.

1. The American people elected every president. T F
2. President Carter only served one term. T F
3. Of these four presidents, President Reagan served the longest time. T F
4. President Ford negotiated a peace treaty with the Vietnamese. T F
5. Unemployment was a problem when Carter was President. T F

Vocabulary:

Read the following definitions.

(to) **impeach** - to accuse a government official of doing something wrong. The House of Representatives reviews the problem at **impeachment hearings**..

Human Rights policy - a government policy for treating individuals, especially for people with different political or religious opinions. Some countries limit the freedom of these people.

(to) **resign** - to quit; to leave a position or job.

IRCA - the Immigration Reform and Control Act. This law gave amnesty to some illegal aliens. They could ask for a resident alien (green) card. The law said employers could not hire people without working papers or green cards.

Information

U.S. Presidents 1969 - 1989

RICHARD NIXON
1969 - 1974
(Republican)

- Started a new foreign policy with Communist China (1972)
- Peace talks and treaty with Vietnam (1973)
- Economic problems - prices went up, wages did not
- Vice President resigned; Nixon chose Gerald Ford as the new Vice President
- Watergate - political problem for executive branch
  1. Nixon's top advisors resigned or were removed
  2. Congress started impeachment hearings against Nixon
  3. Nixon resigned

GERALD FORD
1974 - 1977
(Republican)

- First U.S. President not elected by the people as either President or Vice President
- People remembered Watergate. It was still a problem for the government
- Economic problems - wages went down, unemployment went up

JAMES (JIMMY) CARTER

1977 - 1981
(Democrat)

- Americans voted for Carter to get some changes. They did not want :
    1. the Watergate problems
    2. the economic problems
- Human Rights policy - tried to get foreign countries to treat their people and prisoners better
- Problems with national politics - Carter did not have much experience with the central government
- Economic problems - the economy did not get better

RONALD REAGAN

1981 - 1989
(Republican)

- Two terms (8 years)
- Americans voted for Reagan to get some economic changes
- Economy was better for some people, but not for everyone
    1. Unemployment went down
    2. Military spending went up
    3. Central government had a larger debt
- Income tax reform law, taxes went down
- IRCA law

Using the Information:

A. Read the following sentences. Decide which president(s) each one talks about. It may be for more than one. Check (√) all the possible names. (**N** = Nixon, **F** = Ford, **C** = Carter, **R** = Reagan)

	N	F	C	R
Example: Stayed the shortest time as president	___	√	___	___
1. Had problems with the economy	___	___	___	___
2. Left before the end of the term	___	___	___	___
3. Tried to improve Human Rights in other countries	___	___	___	___
4. Spent a lot of money on military defense	___	___	___	___
5. Had problems with Watergate	___	___	___	___
6. Was not elected by the people	___	___	___	___
7. Won presidential elections for two terms	___	___	___	___
8. Unemployment went down	___	___	___	___
9. Started foreign relations with Communist China	___	___	___	___

B. Partner A reads the first paragraph aloud to Partner B two or three times. First, Partner B listens. Then, as Partner A reads again, Partner B writes the missing words on the blanks.

Then switch roles. Partner B reads the second paragraph aloud to Partner A. Partner A writes the missing words on the blanks.

Partner A

Read aloud:

President Nixon won 2 elections, but he did not finish his second term. He resigned in 1974. During his term, he negotiated a treaty to stop U.S. troops fighting in Vietnam. He also started a new foreign policy with Communist China. Ford was Nixon's second Vice President because the first one resigned. After Nixon resigned, Ford became President. Ford was the first person to become president without an election as President or Vice President.

Listen to Partner B, then write:

In 7)___________ Jimmy Carter became President. He used to be 8)____________ of Georgia. He did not have much experience with the 9)______________ government in Washington, D.C. He had problems with Congress. His 10)___________ policy did not help the U.S. That is one reason Americans elected President 11)_________. He promised to make the economy better and in some ways, he was successful. But, he also spent a lot of money on the 12)___________ and put the U.S. government in a 13)___________ debt situation.

Partner B

Listen to Parner A, then write:

President 1)____________ won 2 elections, but he did not finish his second term. He 2)_____________ in 1974. During his term, he negotiated a 3)________________ to stop U.S. troops fighting in Vietnam. He also 4)_______________ a new foreign policy with Communist China. Ford was Nixon's second 5)______ ___________ because the first one resigned. After Nixon resigned, Ford became President. Ford was the first person to become 6)________________ without an election as President or Vice President.

Read aloud:

In 1977 Jimmy Carter became President. He used to be governor of Georgia. He did not have much experience with the central government in Washington, D.C. He had problems with Congress. His economic policy did not help the U.S. That is one reason Americans elected President Reagan. He promised to make the economy better and in some ways, he was successful. But, he also spent a lot of money on the military and put the U.S. government in a larger debt situation.

Reading

Watergate

During the 1972 election campaign, some people entered the offices of the Democratic Party in the Watergate building in Washington, D.C. They took some information. This action was illegal. President Nixon, a Republican, said he did not know about the action. Some people found audiotapes from Nixon's office. These tapes had conversations of Nixon with some advisors. The conversations were about the illegal action. So, Nixon did know about the action. He lied to the American people and tried to stop the public from learning the truth. Some writers for *The Washington Post*, a newspaper, wrote articles to tell the story to the public.

Members of Congress and many Americans were angry. Congress started **impeachment hearings**. Nixon's advisors **resigned** or were removed from their positions. Nixon resigned in 1974 before the House of Representatives impeached him.

There were good and bad sides of Watergate. The good part was:

- We knew our system of government worked. Congress was able to check on the President and stop him.
- The First Amendment--Freedom of the Press--was also important. The newspapermen found out Nixon was doing something wrong. They could write about it in the newspaper.

The bad side of Watergate was :

- The executive branch did some illegal things.
- The public did not trust the government for several years.

Using the Reading:

C. Answer the following questions.

1. What happened at the Watergate Building?
2. Which newspaper told the public about the illegal action?
3. What did President Nixon do wrong?
4. Was President Nixon impeached?
5. Which amendment was very important during Watergate?
6. Why do you think Watergate was an important event?

Testing skills

Circle the letter of the best answer.

1. Which President was elected by American citizens?
   a) Reagan
   b) Roosevelt
   c) Nixon
   d) All of the above

2. When was Carter president?
   - a) From 1981 to 1989
   - b) From 1977 to 1981
   - c) From 1969 to 1973
   - d) None of the above

3. Which President was not a Republican?
   - a) Carter
   - b) Ford
   - c) Nixon
   - d) All of the above were Republicans

4. What was on the Watergate audiotapes?
   - a) Conversations with *The Washington Post* newspapermen
   - b) Conversations between Congress and Nixon during the impeachment hearings
   - c) Conversations between Nixon and advisors about Watergate
   - d) None of the above

5. What is IRCA?
   - a) A law about immigration
   - b) A law about tax reform
   - c) A law about unemployment
   - d) All of the above

6. Which president was impeached by the Senate?
   - a) Ford
   - b) Reagan
   - c) Nixon
   - d) None of the above

Review

Now answer these questions again. Circle true (**T**) or false (**F**).

1) The American people elected every president. T F
2) President Carter only served one term. T F
3) Of these four presidents, President Reagan served the longest time. T F
4) President Ford negotiated a peace treaty with the Vietnamese. T F
5) Unemployment was a problem during Carter's presidency. T F
6) Between 1969 and 1989 there were more Democratic presidents than Republican presidents. T F

Tell 1 good thing and 1 bad thing about Watergate.

LESSON 28 IMMIGRATION

Objective Explain the importance of immigration in U.S. History

Pre-Reading

Oral: Form a small group. Discuss the following questions

1) Read the following quote from the *United States History 1600 - 1987* textbook:

   "Without immigrants there would be no United States."

   Do you think it is true? Why or why not?

2) Where do you think most of the immigrants came from (what countries or parts of the world)?

   during the years 1600 - 1850?
   during the years 1850 - 1950?
   during the years 1950 - present?

3) Why do people come to live in the U.S.? Think about the past and present.

Vocabulary:

Read the following definitions.

(to) **exclude** - to keep out; opposite of include

(to) **immigrate** - to come into another country to live
immigrant - a person who immigrates

limit - below or at a certain point or number (Example: the speed limit on many highways is 55 miles per hour)

opportunity - a chance to do something

refugees - people who must leave their countries, usually because of war, or political or religious reasons.

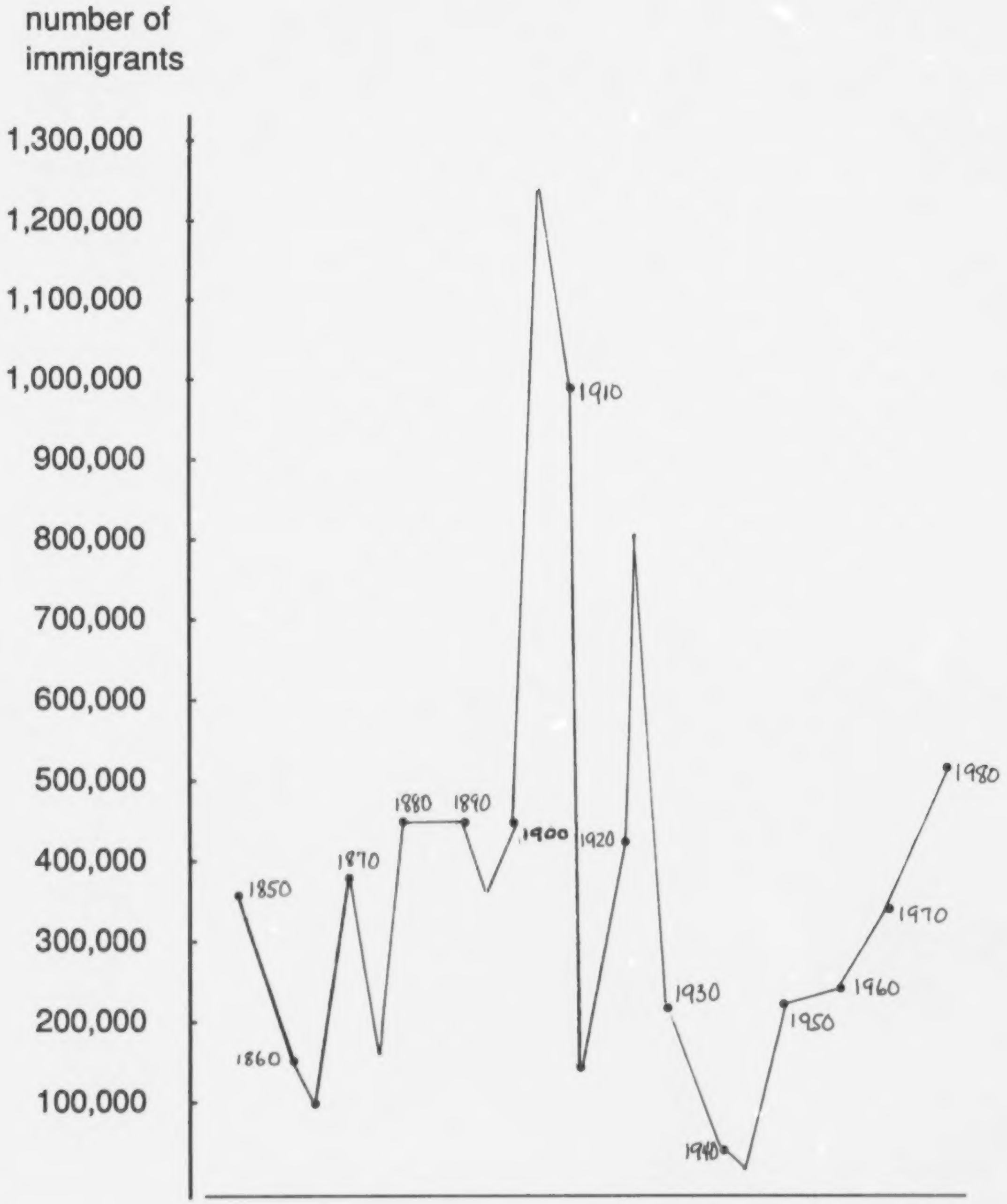
Written: Use the new vocabulary to complete the following paragraphs.

There are many people who 1) _____________ to the U.S. every year. Many people come because they are looking for an 2) _____________ to get a better job or to be with their families. 3) _____________ come because they have political problems in their own countries.

U.S. Congress has passed many immigration laws. In 1882 Congress passed a law to 4) _____________ people from China. That law was not abolished until 1945. A law in 1917 said all 5) _____________ must be able to read and write. In the 1920's Congress passed new laws to 6) _____________ the number of people from each country. Laws change as the country changes.

Information

Immigration to the U.S.
1850 - 1986



1. On the left side of the graph you see the number of __________
2. On the lines of the graph you see the years 1850 through______.

To read this graph, find the date **1850.** Look over to the number on the left. You see that about **400,000** immigrants came to the U.S. in 1850.

Using the Information:

A. Work with a partner. Take turns asking questions about the number of immigrants during different years.

Example: How many immigrants came to the U.S. in 1880?
Answer: About 500,000.

B. Form a small group. You see that the number of immigrants increased and decreased (went up and down) many times. Find the years when immigration decreased. Think about U.S. History.

Why do you think immigration decreased __________
between 1860 - 1865?
between 1910 - 1920?
between 1930 - 1940?

Share your group's answers with the class.

Reading

The Immigrants

The U.S. is a country of **immigrants.** People started to **immigrate** to the U.S. in the early 1600's. People still immigrate today. The immigrants come from all over the world. They bring their families, foods, languages, religions, and cultures.

People immigrate to the U.S. for many reasons. The early settlers (mostly from England) came for religious, political, or economic reasons. Other early immigrants were the black slaves from Africa. Their situation was different. Other people brought them to the U.S. They did not want to come.

As the country grew in the 1800's, more immigrants from Northern and Western Europe came to the U.S. They wanted jobs in factories or land to farm. Many Chinese also came to help build railroads across the U.S.

After 1880, many Southern and Eastern Europeans started immigrating. They had many problems in their countries and wanted to leave. One problem was the discrimination against Jewish people in Russia . Another problem was the lack of many **opportunities** for people in Europe to have a good life. The cities were too crowded and there was very little land for farms.

Between 1900 and 1920 about 14 million immigrants came to the U.S. In 1907 there were more than 1 million immigrants. Some Americans thought there were too many immigrants. They said the new immigrants were different. The U.S. cities were getting crowded. There was not much new land for farmers. People asked Congress to pass new immigation laws.

The Immigration Act of 1917 **excluded** all Asians (except from the Philippines) and said all immigrants must be able to read and write. In the 1920's Congress passed more laws to **limit** the numbers of immigrants from each country. These laws put strong limits on immigrants from many different parts of the world.

Immigration decreased during the Depression and WWII. After the war, the U.S. said **refugees** of WWII could immigrate to the U.S. Later, a new law let some Asians immigrate. Some people did not want laws to discriminate against people from different countries. President Johnson signed the Immigration Law of 1965. It opened immigration from all parts of the world. This law did not discriminate.

The Immigration Law of 1986 (IRCA) was very different from the earlier laws. IRCA gave amnesty to over 1 million illegal immigrants. (See lesson 27 for more information.)

Using the Reading:
C. Answer the following questions.

1. Before 1880, where did most of the immigrants come from?

2. Why did so many immigrants come to the U.S. between 1880 and 1920?

3. Why did the people ask Congress to pass laws to exclude people or to limit the numbers from certain countries?

4. How do you think immigration changed after the Immigration Law of 1965?

5. Why do you think the U.S. lets so many refugees come to the U.S.?

Testing skills

Read the following sentences. Circle the letter of the sentence with the same meaning.

1. Immigration to the U.S. decreased during the Depression.
   a) There were fewer immigrants in the 1930's than the 1920's.
   b) The number of immigrants went up in the 1930's.
   c) The population of the U.S. went down during the Depression.

2. More than 1 million people came to the U.S. in 1907.
   a) 1,285 immigrants came in 1907.
   b) 990,000 immigrants came in 1907
   c) 1,285,000 immigrants came in 1907.

3. Congress passed laws in the 1920's to limit the number of immigrants from each country.
   a) Congress passed laws in the 1920's to exclude people from some countries.
   b) Congress passes laws in the 1920's to control the number of immigrants.
   c) Congress passed laws in the 1920's to increase the number of immigrants.

4. Before 1880, most immigrants came from Northern and Western European countries.
   a) Between 1600 and 1880 most immigrants came from countries like England, Ireland and Germany.
   b) Before 1880, most immigrants came from countries like Italy, Poland and Russia.
   c) In the 1880's most immigrants came from countries like England, Ireland and Germany.

Review

An INS official might ask you these questions. How will you answer them?

When did you come to the U.S.?

Why did you immigrate to the U.S.?

LESSON 29 REVIEW: U.S. HISTORY 1600 - 1988

This lesson will help you review the information in this book. The first 3 exercises review the information in lessons 21 - 28. The last 3 exercises review all the book. If you need help with these exercises you can look back at these lessons.

A. Complete the following puzzle. Use the vocabulary from lessons 21 - 28. The definitions are on the next page. The first letter for each word is given to you.

1. **U** _ _ _ _ _
2. **N** _ _
3. **I** _ _ _ _ _ _ _ _ _
4. **T** _ _ _ _ _
5. **E** _ _ _ _ _ _
6. **D** _ _ _ _ _ _ _ _ _

7. **S**_ _ _ _ _ _ _ _ _ _
8. **T** _ _ _ _ _
9. **A**_ _ _ _ _
10. **T** _ _ _ _
11. **E**_ _ _ _ _ _
12. **S**_ _ _ _ _

1. Countries meet at the ___________ Nations to discuss problems.
2. Martin Luther King wanted _____violent demonstations.
3. Every year thousands of ______________ come to live in the U.S.
4. The U.S. sent many _____________ to fight in the Vietnam War.
5. John F. Kennedy was ___________ President in 1960.
6. The economy was very weak during the _____________.

- - -

7. The Supreme Court decision in Brown v. Board of Education stopped _____________ in schools, restaurants, buses, etc.
8. At the end of a war, countries usually sign a __________.
9. The U.S. dropped the first __________bomb on Japan in 1944.
10. The U.S. wanted to _________ with the Allied and the Central Powers in the beginning of WWI.
11. Many American do not want immigration laws to _____________ people from certain countries.
12. Another name we use for Russia is the ____________ Union.

C. Form a small group. Read the following events of the 1900's.

In what years did these events happen? Write the date on the lines at the left.

Which 5 events does your group think are the most important? Put those 5 events on your timeline (in the correct order).

Share your group's timeline with the class. Be prepared to give your reasons for choosing the events on your timeline.

______ Nixon resigned.
______ The U.S. entered WWI.
______ Martin Luther King, Jr. was assassinated.
______ The Japanese bombed Pearl Harbor.
______ The Depression started.
______ The U.S. signed a peace treaty with Vietnam.
______ The Korean War ended.
______ The U.S. dropped an atomic bomb on Hiroshima.
______ The UN was set up.
______ IRCA (amnesty law) was signed by President Reagan.
______ John F. Kennedy was assassinated.
______ WWII ended.

D. The U.S. has fought in many wars. Complete the names of the wars below. Each space (_) equals one letter. The dates on the left will help you remember the names.

1. 1763 The French and _ _ _ _ _ _ War
2. 1775 - 1783 The _ _ _ _ _ _ _ _ _ _ _ _ _ War or the War for _ _ _ _ _ _ _ _ _ _ _ _
3. 1812 - 1814 The War _ _ 1812
4. 1861 - 1865 The _ _ _ _ _ War
5. 1914 - 1918 _ _ _ _ _ War I
6. 1941 - 1944 World _ _ _ II
7. 1950 - 1953 The _ _ _ _ _ _ War
8. 1960 - 1973 The _ _ _ _ _ _ _ War

Circle the words from the wars in the puzzle below.

F I C W O R D L K R O K E

U R I S Y R A N W D W O A

R E V O L U T I O N A R Y

C V I E T N A M R A R E N

O P L M I O T Y L S U A E

F V I T C V I N D I A N R

I N D E P E N D E N C E F

E. We remember many important times in history on holidays. When are these holidays? Write the month on the line after the holiday.

January February July November

1. Thanksgiving - ________________
2. Independence Day - ________________
3. Martin Luther King, Jr. Day - ________________
4. Veterans' Day - ________________
5. Presidents' Day - ________________

Do you know why these holidays are important?

F. Read the paragraphs below. Then complete the following outline.

The Expansion of the United States

The U.S. grew from two small colonies to a very large country. It began with the Jamestown and Plymouth colonies. They were on the east coast of North America in the early 1600's. More people came to settle until Colonial America had 13 colonies. At first, the 13 colonies were part of England. Then the men fought a war for independence in 1776. After the Revolutionary War, the colonies became 13 states.

The United States of America did not stop growing. In the 1800's settlers moved west, south and north from the first 13 states. Many immigrants came to the U.S. in the 1800's. They needed land for their homes. They settled in the new territories.

The U.S. got more land in two ways:

1) The U.S. bought land, like the Louisiana Purchase; and
2) The U.S. got land from treaties after the U.S. Army won some wars. The U.S. got the territories of Texas, New Mexico and Arizona from the Mexican-American War.

Also in the 1800's transportation helped the country grow larger. Men built railroads across the U.S. People could move more easily then. In the late 1800's Henry Ford started producing cars. People used cars to travel.

During the 1900's the U.S. did not get many new territories. The territories from the 1800's became states.

Outline

I. Colonial ____________: pre-1800

  A. Jamestown and ____________

  B. 13 ______________

  C. War for ___________________

  D. ___ states

II. 1800's

  A. People moving west

    1. New settlers

    2. ____________ from other countries

  B. New territories

    1. ______________, like the Louisiana Purchase

    2. From war treaties, like ______________________

  C. Transportation

    1. ____________________

    2. ____________________

III. 1900's

  Territories from the 1800's ______________________

G. You need to remember some important numbers and dates in U.S. history. Fill in the blanks below with the correct numbers or dates.

George Washington was the ___st President. _____
Abraham Lincoln was the ___th President . _____
The 1st colony at Jamestown began in ___. _____
There were ___ original colonies in 1783. _____
The Bill of Rights has ___ amendments. _____
They wrote the Declaration of Independence in ___. _____
We celebrate Independence Day on July ___th. _____
World War ___ was between 1914 - 1918. _____
Total number of amendments to the Constitution in 1988. _____
How many parts does Congress have? + _____

Now add these numbers = _____

Your answer has four numbers. Each number represents a letter. Use the chart below. Find the numbers from your answer. Write their letters.

1	U		4	O		7	R
2	S		5	T		8	D
3	V		6	E		9	Z

___ ___ ___ ___

STUDY QUESTIONS

After you finish this book, you should try to answer these questions. Be prepared to answer these questions when you go to INS for an examination.

1. Why did people come to settle in the "New World" ?
2. Name 1 permanent colony in North America.
3. How many original colonies were there?
4. Name 4 of the original colonies.
5. What U.S. holiday started with the colonists and the Native American Indians?
6. Name 1 problem between the American colonies and England.
7. How did the colonists protest the laws made by England?
8. What is the Declaration of Independence?
9. Name 1 idea in the Declaration of Independence.
10. What do Americans celebrate on the 4th of July?
11. Why did the early leaders write the Constitution?
12. Does the U.S. Constitution protect our rights? How?
13. Why do we add amendments to the Constitution?
14. What are 2 rights guaranteed by the Bill of Rights?
15. Who was the first President of the U.S.?
16. What is *The Star Spangled Banner* ?
17. What new land (territories) did the U.S. get in the 1800's?
18. What were 2 important differences between the North and the South before the U.S. Civil War?
19. Who was the President of the U.S. during the U.S. Civil War?
20. What was the Emancipation Proclamation?
21. Name 1 advantage for the North in the Civil War.

22. Name 1 advantage for the South in the Civil War.
23. What group of people was helped by the 13th, 14th and 15th Amendments to the U.S. Constitution?
24. What happened in the U.S. during the Industrial Revolution?
25. What was 1 reason people wanted to form labor unions?
26. Who won World War I?
27. What was 1 cause of the Depression?
28. What did the government do to end the Depression?
29. What major countries fought in World War II?
30. What happened at Pearl Harbor in Hawaii in 1941?
31. Who won World War II?
32. What is the United Nations?
33. What was the goal of the Civil Rights movement?
34. Who was Martin Luther King, Jr.?

TO THE INSTRUCTOR

General Guidelines

Of The People: U.S. History, By The People: U.S. Government Structure, and *For The People: U.S. Citizenship Education and Naturalization Information* have been created for limited English proficient students who are applying for citizenship or permanent resident status. The books were developed for the Immigration and Naturalization Service (INS) of the U.S. Department of Justice. The contents are based upon the INS' federal citizenship textbook series.

These books have been written for advanced beginner/low intermediate English as a Second Language (ESL) students. For those teachers and administrators familiar with the SPL (Student Performance Level) ratings, these books address level 4 students, with some less difficult exercises for level 3 students and some more challenging ones for level 5 students. Instructors can use these texts to creat their own lessons for students at SPL 1 and 2. The lessons in these books incorporate all four skills: listening, speaking, reading and writing. The lessons become progressively more difficult as the students continue through the course.

Our past experience with this student population indicates that many students in the citizenship classes have stronger oral skills than literacy skills. We sought to build upon those oral/aural skills when developing these lessons. Each lesson begins with a discussion exercise to provide background information to the content that will be presented, as well as to elicit any information the students already have about the subject. In addition, these discussions offer the students opportunities to compare their countries and cultures with the U.S. Furthermore, within each lesson there are paired and group activities that encourage speaking practice and opinion-sharing among the students.

Most teachers will find not only students with strong oral skills in their classes, but also students of mixed levels and abilities. These heterogeneous, multi-level classes are frequently the most difficult to teach. Our awareness of this fact led us to include a wide variety of exercises and presentations of the information. The opportunities for cooperative learning approaches exist with written and oral group work, peer teaching and problem-solving activities.

Besides the inclusion of much oral practice, these books have another unique feature. Each lesson contains a testing section that helps prepare students for oral and written exams. The students have the opportunity to learn how to pause or stall and request clarification or repetition when confronted with oral questions which they do not hear correctly or understand at first. The written testing exercises expose students to the diverse types of exam questions commonly found in American schools and training programs. This testing section is also important because it reinforces the material learned in the lesson.

The instructor's role should be that of a facilitator, while doing these lessons. The aim is to guide the instruction and the subsequent comprehension as the information is conveyed through the charts, diagrams, pictures, maps and readings. The salient points of the material are emphasized and should be reinforced by the instructor. However, we hope the students will learn how to read these charts, et. al., on their own after some initial guidance.

The instructor does however provide a crucial link for the students between the classroom and the outside world. It is with the instructor's experience and resources that the students will be able to move beyond the book. The instructor should use authentic materials from newspapers, radio and TV news, and community centers (e.g., libraries, historical landmarks, government offices) while conducting the classes. It is most important to demonstrate to the students how the government and history subjects affect their lives today.

The instructor is also best suited to gear the instruction to the appropriate level of the class. Knowing the composition of the student body, the instructor can decide which exercises to complete in the lessons. Not all of them need to be done, nor must all of them be done with the methods we have suggested. For example, if all the students would understand an exercise better when done together as a class, then the instructor should feel free to utilize the material in that way. We have deliberately built into the lessons and exercises methodological flexibilty.

It is also important for instructors to remember that these textbooks are content-based. They have been designed to present history, government and civics in a comprehensible manner to limited English speakers, encouraging their participation and skill development. They have not been designed to teach survival or academic ESL. Using these books alone will not teach basic English to beginning students.

Furthermore, the authors have assumed that the instructors using these textbooks have had some experience teaching ESL and/or this adult population already. The following teacher's notes are guides to instruction and not a text in general methods and techniques of teaching ESL to adults. They do not explain each exercise, nor tell the instructor how to address students, divide classes into pairs or groups, generate discussion, or judge which sections to embellish and which to disregard. That knowledge comes from the instructor's own experience and attentiveness to the students being taught.

These texts were developed in a very short time frame, and therefore had only limited field-testing. The authors would appreciate feed-back from classroom and tutorial experience for revisions in future editions.

LESSON FORMAT

Students will practice all skill areas -- listening, speaking, reading and writing. Most of the lessons have 6 parts, including:

I. Objective(s)
II. Pre-Reading
III. Information
IV. Reading
V. Testing skills
VI. Review

I. **Objective(s):** Each lesson has one or more stated objectives. The objectives are written in terms that you, as the teacher, will understand more easily than the students. They will help you focus on the key information in each lesson .

II. **Pre-Reading:** The Pre-Reading section of the lessons is very important. The Pre-Reading exercises prepare the students for the new material in the lesson and can help you assess how much the students already know about the topic. Every lesson has two or three exercises -- *Oral, Vocabulary, Map skills and/or Written.*

Oral: The stimulus for the oral exercise is usually a picture or short situation statement with questions for discussion. The discussions can be conducted with pairs, small groups or the entire class. The questions are designed to stimulate some discussion and to introduce the topic of the lesson. Whenever possible, the teacher should try to build on what students already know about their own countries and the U.S. If the students work in small groups, it is always a good idea to bring everyone back together to share the group responses.

Written: There are several different types of written exercises -- scanning, guessing (or predicting), and matching. In scanning exercises, you must always make sure the students read the questions before they scan the paragraph or chart. This helps them focus on specific pieces of information. It is also helpful to give the students a time limit for completing the scanning exercise.

For the guessing (or predicting) exercises, teachers should reinforce the idea of guessing - what do the students think the answer will be? Stress that they are not expected to know the answer. Everyone should review the predictions after the lesson is completed.

Map skills: Students may not have had much practice using maps. Students with limited literacy skills might have a difficult time finding specific information on a map, so additional time and practice may be necessary. The map exercises in this book focus on directions and using a key (legend). They are included to visually reinforce the information given in the lesson.

Vocabulary: Many of the vocabulary words that are needed to learn about the U.S. history are not used everyday and will have to be taught. The most important thing to remember is to work from the known to the unknown.

Keep in mind that a lot of the vocabulary is passive - we do not need to use it, but we do need to understand it. In addition, certain abstract concepts, such as democracy and freedom, may be unfamiliar to the students; and extra care should be taken during their explanations.

When teaching vocabulary, you should try to contextualize the words as much as possible.

> For example, in lesson 4, there are definitions for **fur** and **trapper.** If you show a picture of a fur trapper, the students will probably understand the words more readily.

Another way to contextualize is to give examples or situations of how the word is used in everyday speech.

> For example, in lesson 6, students read the word **victory**. Talk about the end of a soccer or football game. Most students will be able to visualize victory in the context of winning a game.

If your students speak a Romance language (Spanish, French, Portuguese, etc.), another good strategy for dealing with new vocabulary is to use cognates, words that are similar in both English and their native language.

> For example, in lesson 2, students find the word **permanent.** Spanish speakers should recognize the Spanish cognate, *permanente* Some cognates, such as **guarantee** in lesson 9, will only differ in pronunciation or in spelling with one or two letters, e.g., *guarantizar.*

One word of caution with cognates, though. You do not want the students to get the idea that all English words that sound or look like words in their native language are cognates. They also have to beware of false cognates [e.g., "embarrassed" in English is not *"embarazada"* (pregnant) in Spanish].

The lessons contain different types of vocabulary exercises. In some instances, we provide the definitions and/or example sentences. In others, we suggest students use a dictionary to write the definitions themselves, complete crossword puzzles, or answer matching exercises. Encourage students to try these exercises without a dictionary first. Other types of exercises are: finding the word which does not belong, unscrambling, and sentence completions.

III. Information: The topic, or new information, is usually presented in a chart, diagram, map, or timeline. We chose this approach with the beginning student in mind. We hope that students will be able to break the Information down into parts, and therefore, be able to understand the material more easily. We also feel this format is less threatening than a page of prose. Moreover, it highlights the most salient features of the lesson.

The starting point of all the Information pages is the title. Have the students make predictions based on the title. Next, have the students skim the page quickly for some general impressions of the content. Finally, ask the students to read the Information carefully.

Some students with limited literacy skills may have difficulty focusing on the charts and diagrams. Teachers can help by guiding the students with questions.

> For example, in lesson 1, you can ask students to tell you what is on the left side, in the middle, and on the right side of the chart. You might ask them to tell you the names of other explorers. You could look at a map and find where the different explorers went. You could also make this more relevant to students by discussing what different ethnic groups are in your local area and why they may have chosen to settle in that area.

Always encourage students to ask questions. Let classmates supply the answers whenever possible. Refer the students back to the Vocabulary or Pre-Reading exercise(s) when appropriate.

Using the Information: There are usually two exercises after the Information presentation. One requires writing and the other requires listening and/or speaking. Before asking the students to complete the exercises, you should make sure they understand the instructions. There are many different types of exercises, so the students will need some guidance. Each time a new type of exercise is introduced, we have explained its procedure in the lesson notes which follow.

These exercises are not for testing, so encourage the students to look at the Information page. After the students complete the written exercises, they can check their answers in groups or pairs, or they can look at the answer key in the back of the book. All the small group discussions should be reviewed with the entire class.

> For example, exercise B in lesson 1, asks each pair to make a list of reasons for coming to the U.S. After the pairs finish making a list, have them report one or two of the reasons to the class.

IV. **Reading:** Sometimes the Reading will be a prose version of the Information. Other times the Reading will introduce new material on the same topic. Most of the Readings have been simplified from the INS federal citizenship series' *U.S. History* text. However, there are some paragraphs that have been copied directly from the text and are followed by simplification exercises.

The teaching strategies for the Reading are similar to those used with the Information. First, have students discuss the title. Next have them skim the paragraphs for the main idea or scan the paragraphs for specific pieces of information. Finally, have the students read the passage silently. As with the Information, encourage students to refer back to earlier parts of the lesson and to ask questions. The words in bold-face are new vocabulary words for that lesson.

Using the Reading: The reading comprehension exercise is not a test. Students should be encouraged to look at the Reading while completing the exercise. The purpose of the exercise is to help the students understand the basic concepts and to provide language practice. Again, students should check their answers before continuing on to the next part of the lesson.

V. **Testing skills:** The purpose of the Testing skills section is twofold. First, this section tests the students' mastery of the key points in the lesson. Second, and more importantly, it helps students prepare for test-taking situations. Our experience with this population has indicated that students frequently do indeed have the necessary knowledge to pass a test, but they are often unable to demonstrate their knowledge without appropriate test - taking skills.

In the beginning you will have to guide the students through the different types of tests. About one half are pen-and-paper type tests - Multiple Choice, True/False, Matching, Listening Discrimination, etc. The other half are simulated oral interviews. You may want to record these interviews on tape for additional listening practice. In the interviews, students will learn and practice requesting clarification, and pausing or stalling while thinking about an answer. We include these stategies in the testing section because they are used so often by native speakers in interview situations. Students should be encouraged to learn and use more clarification and stalling strategies.

Students should check their answers before preceding. One good learning strategy is to look back through the lesson and circle (or highlight) the answers in the text.

VI. **Review:** The last section is very brief. The review questions focus on the key points of the lesson and restate the objective(s). The answers do not need to be written. If students are unable to answer the review questions, try to help the student identify what s/he missed. You may need to create some additional practice exercises. If students are able to answer the review questions, they are ready to begin the next lesson.

LESSON NOTES

Lesson 1

Oral: Discuss the map and the boats. You can try to assess the students' map skills as you ask them questions. Note that students from North, South and Central America celebrate Columbus Day in their countries. Discuss the festivities they have seen, i.e., parades, speeches, etc.

Map skills: Many students may not have adequate map reading skills at first. The activities increase in difficulty as the students progress through the lessons. In this lesson introduce the directional arrows for N, S, E and W. Discuss these directions with local towns, states, etc. Ask questions such as:

What city is east of our town?
What state is north of us?, etc.

NE, NW, SE, and SE could also be explained in a similar manner. If students are unfamiliar with the multiple-choice format, you may need to explain it by providing further examples.

Exercise A: This exercise will introduce students to reading charts.

Exercise B: When the groups finish, you may want to write a master list on the blackboard.

Reading: Some students may wish to tell their reasons for coming to the U.S.

Exercise C: This is the first true/false exercise. With more advanced students you can ask them to correct the false statements.

Testing skills: This exercise focuses on the WH question words. You may want students to explain why they chose their answers (e.g., 2b is wrong because it answers the question "why?", not "where?"). Point out that "how?", "how many?", etc. are also considered WH question words.

Review: Explain to the students that they need to fill in missing letters to complete the answers. You can do some as examples.

Lesson 2

Oral: Review this map again. Read the following dictation to the students:

> English explorers left England. They sailed to the New World. They sailed across the Atlantic Ocean. They settled on the east coast of North America. French explorers left France. They went to the "New World." They settled north of the English settlers.

Vocabulary: This is the first crossword puzzle. Encourage students to use their dictionaries. You may need to teach some dictionary skills, such as using guide words at the top of the pages.

Exercise A: Here the students must transfer the Information into a chart form.

Exercise B: This is the first exercise of this type. Later exercises may have both true and false sentences interspersed. Here, all the sentences are false and the partners must correct them orally. There can be more than one way to correct the sentences. If desired, the correct answers can also be written, individually or on the blackboard.

Testing skills: This exercise will begin to prepare the students for oral examinations by testing their listening discrimination ability. Read the following sentences to them:

example: Who went to Virginia?

1) Why did the traders go to Jamestown?
2) What colony was south of Plymouth?
3) What did the Jamestown settlers trade with England?
4) What did Pilgrims celebrate with the Indians?

Lesson 3

Oral: Display a map of the U.S. so all students can refer to it. Like the Review section of Lesson 1, students must fill in letters to complete the words.

Vocabulary: The word search includes words from Lessons 2 and 3.

Information: Tell the students that *Dutch* refers to people from the Netherlands (Holland).

Exercise B: This is the first unscrambling exercise. You may want to help the students form the sentences correctly.

Exercise C: Get the whole class involved in the town meeting. They could choose one or two of the issues to solve. Since town meetings were examples of direct democracy, try to let each student give his/her opinion. Let the class vote for a solution.

Lesson 4

Map skills: The pictures on the map represent an English farmer and a French trapper. The intention of this exercise is to let students infer information from arrows and pictures. The questions ask the students to think. It is not necessary that they have the correct answers checked at this point in the lesson.

Vocabulary: Since this is the first Vocabulary matching exercise, you may want to do it in a group. Students could take turns looking up unknown definitions in the dictionary.

Information: This is the first timeline in the book. You may want to tell the students that the distance between the years is not drawn to scale. The dates on the left of the line are markers. The dates on the right of the line tell when the event happened.

Exercise A: This exercise introduces students to using timelines.

Exercise B: Encourage students to include as much information as possible on their personal timelines, but do not press them if they feel uncomfortable sharing certain pieces of information.

Exercise C: This is the first time students are asked to find a sentence with the same meaning. You may want to do the first one together. Students should refer to the Vocabulary as well as the Reading.

Testing skills: It is important that students understand that native speakers use requests for clarification and stalling/pausing strategies all the time in conversation. Have the students role play a conversation using these strategies. Think of some other examples to share with the students.

Lesson 5

Written: This is a scanning exercise. Students should only circle the words. They do not need to read the paragraph carefully. It may be helpful to set a time limit.

Vocabulary: Since this is the first exercise where students write definitions, you may want to do a few together. You may also need to explain dictionary skills, such as alphabetizing and using guide words. For more advanced students, ask them to write their own definitions rather than copy ones from the dictionary.

Information: This lesson introduces students to outlines. Here they extract information from the outlines and later they will write outlines based on information.

Exercise B: You may want to refer to this exercise later when the class studies Lesson 25 on Civil Rights.

Lesson 6

Oral: Read the following paragraph to the class. Have the students listen during the first reading and fill in the missing words during the second reading:

> The second Continental Congress met in Philadelphia in 1776. The men signed the Declaration of Independence. The war with England began. George Washington was chief of the army. The militia fought battles in the colonies. The war lasted for 8 years.

Exercise A: The students use the information in the Reading to complete the timeline.

Exercise B: Most students come from countries that have had revolutions and/or wars for independence in their past. After the groups have worked together, you may want to have them report their lists of revolutions to the entire class.

Lesson 7

Information: You may wish to discuss this diagram and have the students think about the problems the *weak points* of the Articles of Confederation could cause.

Exercise A: Questions 4 and 5 are more challenging. They ask the students to think and make some inferences.

Reading: You may want to ask the students some comprehension questions about the Reading after they have completed the fill-in exercise.

Lesson 8

Written: Students should only scan for the specific pieces of information. You may want to set a time limit.

Information: You may want to ask the students to explain the compromises. Have them tell which ideas came from the two sides of the debate to form the compromise. If the students have studied *By The People: U.S. Government Structure* already, you may want to discuss their knowledge of the Congress in light of the representation compromise.

Exercise B: Encourage all students to participate in the debates. One or both of the groups may wish to present their debate to the entire class. You may want to compare the class debates with the presidential campaign debates, which usually have journalists asking questions to both candidates.

Review: With a more advanced group you may want to build upon this exercise and ask them to write a paragraph about one or two of the compromises.

Lesson 9

Note: for more detailed information on the Constitution refer to *By The People: U.S. Government Structure*, Lessons 3 - 6.

Oral: Some students may come from countries which do not use the term "Constitution" for their plan of government. Try to find out what term they do use. With more advanced students you may want to have them compare their governments with the U.S. government.

Reading: This reading only highlights the Bill of Rights. For more in depth information, refer to *By The People: U.S. Government Structure*, Lesson 5.

This is also a lesson in which to introduce ordinal numbers. For example, Amendment 1 is usually called the *First* Amendment.

Lesson 10

Note: This lesson only introduces students to the executive branch. More details can be found in *By The People: U.S. Government Structure*, Lessons 8 - 10.

Vocabulary: As of March 1989 the Cabinet will have 14 departments. The newest department will be the Department of Veterans Affairs.

Written: This is the first exercise where students find a word that does not belong. After they choose their answers, you may want to ask them to explain their reasoning. This may help determine their comprehension of the vocabulary.

Exercise B: You may want the groups to share their lists of strong points with the class.

Testing: Read the following questions to the students. You may want to repeat them two or three times.

1. When was George Washington President?
2. What precedent did George Washington start as President?
3. In which month do we celebrate the Presidents' Day holiday?
4. When did Washington suggest U.S. isolation from European problems?
5. What is one name we use for George Washington?

Lesson 11

Oral: A discussion about political parties could be lively, but some students may not want to speak about an affiliation with a political party in their home country.

Written: Have the students scan quickly. You may want to discuss the last question as a class.

Exercise B: This is the first time that an information gap exercise appears in this book. The students need to be paired and you should have them sit back to back. Encourage the students not to look at their partner's paper. They take turns asking each other questions to get the information to complete the diagram. The diagram shows the different political parties of Adams and Jefferson and also tells about two things that happened during their joint administration.

Lesson 12

B: Questions 9 and 13 are not vocabulary words from the lessons, but they are basic words all students should know.

C: Students may need to refer to earlier lessons to complete this timeline.

D: You may want to point out that some names are for cities, others for states.

E: This is another information gap exercise. Have the students use the row titles (i.e., executive, tax, Congress, etc.) when forming their questions. Or, for less advanced students you may want to give them a format like: What do the Articles of Confederation say about trade? and What does the Constitution say about trade?

Lesson 13

Oral: The U.S. flag during the War of 1812 was different from our current flag. Focus on our current flag to generate ideas about nationalism and pride. Have the students count the stars and stripes and then try to guess the significance of the these numbers to the U.S. (13 colonies and 50 states). Question 5 can be done orally or by drawing. The best idea is to give the students the option -- some students will enjoy the opportunity to express themselves visually and others will feel more comfortable expressing themselves verbally. Question 6 -- you might have students interview friends, neighbors, co-workers, etc. to find out when Americans sing the national anthem. Question 7 -- if appropriate have students sing their national anthems.

Exercise B: You can sing or have a taped version of the national anthem available (possibly available from public library or local school system). This is a listening exercise -- students do not have to sing nor memorize the anthem. You could also generate a nice discussion about the ideas expressed in different national anthems. At higher levels you could discuss the controversy about changing the U.S. anthem to *America the Beautiful, God Bless America, America (My Country ,'Tis of Thee), etc.*

Exercise C: Other ways to show nationalism are parades, wearing a particular color or type of clothing, having a picture of the President (leader) in every home or office, or the flag.

Reading: Some students may point out that the U.S. does indeed become involved with the problems of other countries. This could generate a great debate about U.S. help vs. intervention.

Lesson 14

Oral: Another way to generate ideas would be to talk about western movies. If appropriate, discuss stereotypes.

Written: Be sure students read the sentences before scanning.

Information: This is the first map with a special key so the students may need extra help.

Exercise A: Bring some extra U.S. maps to class for this exercise.

Exercise B: Remind students about the ordering of events on a timeline. In this exercise the answer to the first question should be put on the first line of the timeline.

Reading: The word "manifest" has not been defined intentionally, because we feel it is important for students to develop strategies for comprehending text without comprehending every word. Also the treatment of Native Americans is very brief and we encourage teachers to expand upon the topic of Native Americans.

Lesson 15

Map skills: "Slave state" and "free state" are explained in the Reading. Students should be able to guess what a slave state is and then deduce what a free state is.

Information: Have students read across the page so they see the contrast between the North and the South. Some of these differences are similar to the debates held during the Constitutional Convention (see Lesson 8).

Exercise B: You might need to give some ideas to get the role plays started, e.g., a slave and factory worker could talk about their bosses taking advantage of them and making a lot of money or about health problems due to the long hours and hard labor. Encourage creativity!

Lesson 16

Oral: Encourage guessing.

Written: You could expand this exercise to talk about antecedents or pronoun references.

Information: Teachers should be aware of the fact that the British and French did not help. In fact, the British were strongly against slavery.

Reading: You might want to review the differences between the North and the South at this point. You should point out that Lincoln's goal was unity. Although, he was personally opposed to slavery, he did not want to enrage the South by abolishing slavery immediately.

Testing skills: This is the first exercise with the option "None of the above". You may need to give other examples in class.

Review: This can be done orally or in writing.

Lesson 17

Reading: You may want to discuss Johnson's impeachment if students have covered Lesson 14 in *By the People: U.S. Government Structure* and/or if the students are more advanced. Remember impeach = accuse of wrongdoing. Johnson was impeached by the House, but he was not removed from office by the Senate.

Exercise A: Underlining and circling will help students focus on specific information they will need to answer the questions.

Lesson 18

Oral and Written: These are guessing activities to be done in small groups. Students will be able to check their predictions later in the lesson. The cotton gin is included because it was an important step towards the mechanization of the textile industry.

Information: The details in the boxes do not need to be memorized. The focus should be on how the country was industrializing and the role of big business in the 1800's.

Exercise A: Question 4 is intentionally challenging and requires students to think back to previous lessons about tariffs.

Exercise B: The timelines include details not included in the Information. Students should check their predictions in the inventions chart after completing this exercise.

Exercise C: You might also discuss differences of factory work and unions in the students' countries and the U.S. Question 5 can only be done if the students know something about unions.

Testing skills: This is the first time for the option "All of the above". Again, you may need to give additional examples in class. Question 5 requires students to think back to previous lessons.

Lesson 19

Written: After scanning for words, have students read "The Progressives" carefully before proceding to exercise A.

Reading: You may want to reinforce ordinal numbers. The 18th Amendment (Prohibition) is not included in the Reading because it is not relevant to the main idea of the lesson.

Exercise A: This exercise is intended to give students additional practice in locating answers in a text.

Exercise B: You may want to develop some practice exercises with before and after clauses.

Testing: These questions are not taken directly from the lesson but have been selected as relevant to the INS oral examination.

Lesson 20

Review lesson

Exercise D: Forming the questions may be difficult. You may have to help the students or give them a question format to use.

Lesson 21

Oral: Question 5 is intentionally open-ended. You may need to guide students -- focus on clothes, U.S. military, U.S. involvement in other countries, etc.

Information: The 19th Amendment (women's right to vote) is included on the timeline because of the contribution of women during the war.

Exercise B: This exercise is intentionally controversial. We included it because we feel it is relevant for understanding why some people believe so strongly about maintaining defense spending at a specified level.

Lesson 22

Oral: These questions were not intended to assess what the students know about the Depression. Rather, they attempt to get the students thinking about simple economics. Questions 4 - 6 might be easier than questions 1 - 3. You might want to give the students some concrete examples to get them started. For example: In August there are lots of peaches at 3 local farms. The people are not buying all the peaches. One of the farmers wants to sell more peaches. What can he or she do?
Question 6 -- illustrate **on credit** with credit cards.

Information:
Results of the War: Remember the U.S. had set up high tariffs previously.
Industry: Try to make this as concrete and current as possible. For example, the use of robots in the automotive industry has had an impact on the number of jobs. Ask students to give more examples of jobs lost to machines. Also discuss the situation of people buying a lot of goods on credit and buying mostly imported goods.
Stock Market: Students may be familiar with "Wall Street".
Agriculture: Try to provide concrete examples of a simple supply and demand cycle.
The cycle on the bottom may be more comprehensible to students from developing countries. These countries often find themselves in a vicious cycle of debt payment.

Exercise A: Correcting the false sentences can be done orally or in writing.

Exercise B: The wording does not have to come directly from the text. Accept any sentence ending that makes sense. For example:
If you borrow from the bank, you will have to pay it back.
If you borrow from the bank, you will be in debt.
If you borrow from the bank, you can buy a new car this year.

Reading: The last paragraph returns to the idea from the debate in Lesson 21. You may need to elaborate on Social Security.

Exercise C: Question 3 has two grammatically correct answers but only one correct answer when referring to the Depression.

incorrect:	Factories could sell more goods than they made.
correct:	Factories made more goods than they could sell.

Lesson 23

Map skills: Only includes some countries.

Vocabulary: Small groups should be able to write simple definitions for these words without the use of a dictionary.

Information: This timeline is different from others in the book. Point out that WWII was fought on two fronts. Also two important issues have been left out (the Holocaust and Japanese Internment in the U.S.) for simplification purposes. Depending on the class, they should be included.

Exercise C: Provide additional practice with until, before and after clauses.

Review: Check predictions made in written exercise.

Lesson 24

Oral: Dictation:

> In April 1945, fifty Allied countries had a meeting to talk about peace. They set up the United Nations. Today the UN is in New York. Countries can meet at the UN to discuss problems and to negotiate. The UN also gives economic and educational help to many countries.

Information: The Cold War is a difficult concept to explain, but we feel it is important -- especially in terms of spheres of influence. Although many of your students may be happy with their lives in the U.S., there may be some who feel strongly about the role the U.S. has played in other countries. Be prepared for an interesting discussion.

Exercise A: Partner can answer questions orally.

Exercise C: This is another exercise where students are asked to find a sentence with the same meaning.

Lesson 25

This lesson may generate a lot of discussion. The students may wish to discuss discrimination that they have seen and/or experienced.

Map skills: You can review the students' knowledge of directions by asking additional questions about positions of countries in Asia and North America.

Exercise A: This is a new exercise. Make sure the students read the answers first. This exercise helps review question words.

Exercise B: With more advanced students you may wish to discuss other courts cases, such as Plessy v. Ferguson (which established the 'separate but equal' policy). You may also discuss some of the practices that resulted from integration laws such as busing.

Exercise C: If you prefer, have the students correct the false sentences orally.

Testing skills: Read all the questions through one time first. The second time let the students choose their answers. Remind the students the box holds more responses than necessary. These are the questions to read:

1. What is an example of non-violent resistance?
2. Tell me an example of a non-violent demonstration.
3. Who was a Civil Rights leader that planned non-violent demonstrations?
4. Where did U.S. soldiers fight Communist soldiers in the 1960's and 1970's?
5. When did the U.S. stop fighting the Vietnam War?

Lesson 26

Oral: You may have to help the students identify the pictures. Also you can have the students make lists on the page about Kennedy and King or you can do this as a class exercise and make lists on the blackboard.

Written: These words are from the vocabulary in Lesson 25.

Reading I and II: Review the information presented in Lesson 25 while reading these selections.

Lesson 27

Written: Encourage guessing.

Vocabulary: You can refer to Lesson 14 in *U.S. Government Structure* for a more detailed explanation of impeachment.

Information: Gerald Ford's ascent to the presidency was very unusual. After Spiro Agnew, who was Nixon's vice-president, resigned, Nixon chose Ford as a replacement and Congress approved. U.S. citizens never voted for Ford as a vice presidential candidate.

Note: You may want to include information about the president(s) elected in 1988 (and thereafter).

Lesson 28

Oral: Question 2 -- Students should know where earliest settlers came from. Encourage guessing for later periods in time. Question 3 - some students may not want to share their own reason for coming to the U.S. Be sensitive to your students' personal situations.

Information: This is the first graph in the text. You might want to make an overhead transparency to facilitate learning about graphs. Please note that the particular numbers (details) are not essential and do not require memorization. Because we chose to date points every ten years, some of the peaks and valleys fell in between and are not dated. Our primary purpose here is to have the students use their knowledge of U.S. History to make some guesses about the effects of expansion, wars, and the Depression on U.S. immigration.

Exercise A: If appropriate, vary the types of questions. For example: Did more immigrants come in 1900 or in 1960?
When did the most immigrants come?
When did the fewest immigrants come?

Reading: You might want to have world maps available to discuss parts of Europe, and the world. Note in the fifth paragraph that the Immigration Act of 1917 did not exclude immigrants from the Philippines because the Philippines was a U.S. territory after the Spanish American War through 1947.
This reading can also generate a lot of discussion . For example:
The impact of different cultures on our food, language, dress, etc.
Is the U.S. a "Melting Pot" or a "Salad Bowl"?
The difference between refugees and immigrants
Should immigration be open to everyone?
Who should be allowed to immigrate to the U.S.?

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Answer Key

Lesson 1

Oral

3) Atlantic
4) 1. England 2. France 3. Spain
4. USA 5. Canada 6. Florida

Map skills

1. d) W 3. a) N
2. c) S 4. d) SW

A. 1. The Discovery of America
2. Four
3. South America; Canada, north part of the U.S.
4. Why they went
5. to find a new way to China
6. English explorers

C. 1. T 3. T 5. T
2. F 4. F

Testing skills

1. a 2. a 3. b 4. a

Lesson 2

Oral

1) west 3) east 5) north
2) Atlantic 4) France

Vocabulary

Across:	*Down:*
1. tobacco	1. Thanksgiving
3. Pilgrims	2. colonies
4. permanent	3. trader

A. 1. The First Two Colonies
2. 1607 4. Pilgrims
3. trade 5. Plymouth Colony

B. 1. Jamestown is south of Plymouth.
2. The Plymouth Colony is in Massachusetts.
3. The Pilgrims came for religious freedom.
4. The second colony was the Plymouth Colony.
or
The first colony was the Jamestown Colony.
5. The English traders came to America to trade.
or
The Pilgrims came to America to have religious freedom.
6. Plymouth is on the east coast of North America.

Testing skills

1. b 2. b 3. a 4. b

Lesson 3

Oral

1. NEW HAMPSHIRE
2. MASSACHUSETTS
3. RHODE ISLAND
4. CONNECTICUT
5. NEW YORK
6. NEW JERSEY
7. PENNSYLVANIA
8. DELAWARE
9. MARYLAND
10. VIRGINIA
11. NORTH CAROLINA
12. SOUTH CAROLINA
13. GEORGIA

Vocabulary

S	G	O	V	E	R	N	O	R	E	Q	P
V	E	S	O	V	R	P	O	A	W	I	A
O	F	H	T	S	I	U	Y	N	Q	P	S
R	C	V	E	T	O	R	E	U	U	B	S
T	G	I	R	A	M	I	T	E	A	N	E
G	O	V	S	L	Y	T	E	K	K	O	M
C	I	C	O	M	P	A	C	T	E	Y	B
Q	U	A	K	L	U	N	S	E	R	V	L
S	M	A	H	O	R	S	C	O	S	G	Y

A. 1) 13
2) Massachusetts
3) freedom
4) New York
5) church
6) Maryland (*or* Pennsylvania *or* Rhode Island *or* Connecticut *or* New Jersey)
7) tobacco

B. 1) Virginia had a representative assembly.
2) Representatives voted about laws for the colonies.
3) Town meetings are examples of direct democracies.
4) The King of England made some laws for the colonies.

Testing skills

1. d 2. e 3. a 4. b 5. c

Lesson 4

Map skills

Check numbers 1, 4, 5, 6, 7

Vocabulary

_c_ 1. _f_ 3. _b_ 5. _a_ 7.
_h_ 2. _d_ 4. _e_ 6. _g_ 8.

A. 1. 1800 5. 1754
2. 1492 6. 10
3. Jamestown 7. Navigation Acts
4. 1600–1700

C. 1. a 2. b 3. a 4. a

Lesson 5

A. II. basic rights

III. Governments; people

IV. complaints

V. free; independent

a) life
b) liberty
c) the chance to find happiness

d) Governments must listen to the people.
e) yes
f) yes
g) 3 (three)
h) about taxes; *or*
about vetoes of laws; *or* about
no representation in Parliament

C. d 1.
c 2.
e 3.
a 4.
b 5.

Testing skills

1. b)
2. a)
3. b)
4. c)

Lesson 6

Oral

1. 1775
2. Independence
3. Washington
4. colonies
5. 8

A. 1. June 1775
2. Declaration of Independence
3. France
4. soldiers
5. 1781
6. Yorktown
7. end of the war; England and U.S. signed the Treaty of Paris

Testing skills

1. a
2. c
3. b
4. b

Lesson 7

Vocabulary

Across:
1. confederation
3. peace
5. recruit
6. defense

Down:
1. central
2. executive
4. amend

A. 1) Settlers moved west.
2) The central government had to ask the states for money.
3) 9 out of 13 states had to meet to pass laws.
4) (There is no one answer.)
5) (There is no one answer.)

Reading

1) country
2) independent
3) Third
4) weak
5) printed
6) central
7) goods

Testing skills

1) a
2) b
3) a
4) c

Lesson 8

Written

1) Y
2) N
3) N
4) Y

A. 1. The representatives had many debates.
2. The compromise about representation was very important.
3. Every state sends two senators to Congress.
4. The South wanted to count all slaves for representation.
5. The North wanted taxes on foreign goods.

C. 1. The representatives wrote the Constitution slowly and carefully.
2. The representatives had many discussions and debates about the Constitution.
3. When all the states accepted the Constitution, it became the official rules for the U.S. government.
4. The Constitution is important because it tells about the official rules for the government.

Lesson 9

Vocabulary

f 1.
e 2.
k 3.
b 4.
h 5.
d 6.
a 7.
j 8.
l 9.
c 10.
i 11.
g 12.

Written

Check numbers 1, 2, 3, 4.

A. 1) executive
2) Senate
3) taxes
4) offices
5) executive
6) treaties
7) branch
8) judges
9) some state laws
10) Bill
11) Rights
12) amendment

B. 1) Y
2) N
3) N
4) Y
5) Y

C. 2) Q: What were the 10 amendments called?
A: The Bill of Rights

3) Q: Which amendment gives freedom of speech?
A: The 1st Amendment

4) Q: What does the fifth amendment say?
A: You do not have to answer questions at a trial

5) Q: Who has the right to a fair and speedy trial?
A: Everyone

Testing skills

1) b
2) a
3) c
4) a
5) b

Lesson 10

Written

Example: explorers
1. b) judges
2. a) executive
3. d) money
4. d) Branch

A. b. 1.
f. 2.
d. 3.
e. 4.
a. 5.
c. 6.

C. I. A. 1732
B. Virginia
C. French and Indian War

II. A. militia
2. France
B. Constitutional Convention
1. compromises
2b. spoke to people about the Constitution

III. B. 2
C. 1. U.S. foreign policy

IV. A. Presidents' Day

Testing skills

1. b
2. a
3. c
4. a
5. c

Lesson 11

A.

	Federalists	*Democratic-Republicans*
Type of people	rich people, bankers	farmers, store owners
Where most people lived	in the north	in the south and west
Type of government they wanted	strong central	strong states, weak central
Constitutional interpretation	loose	strict
Position on foreign policy	neutral	neutral
Liked England or France better?	England	France
Leaders	1) John Adams 2) Alexander Hamilton	1) Thomas Jefferson 2) James Madison

B. Diagram 1:

1) Thomas Jefferson
2) Federalist
3) 1798
4) neutral

Diagram 2:

5) John Adams
6) Democratic-Republican
7) 14
8) England and France

Testing skills

1 a)
2 b)
3 a)
4 c)
5 b)

Lesson 12

A. 1. Bill of Rights
2. Thomas Jefferson
3. Independence Day
4. Articles of Confederation
5. Thanksgiving
6. Declaration of Independence
7. Presidents' Day
8. U.S. Constitution
9. George Washington

B. 1. Rights
2. Explorer
3. Veto
4. Official
5. Legislative
6. United
7. Trade
8. Independence
9. Off
10. North
11. Amendments
12. Republicans
13. Young
14. West
15. Articles
16. Rhode

C. Columbus, America
1607
Plymouth Colony began
Revolutionary War
1776
Representatives signed the Constitution
The Constitution was ratified
1789
1797

D. (Map)
A. Massachusetts
B. New York
C. Philadelphia
D. Jamestown
E. Georgia

E.

Articles of Confederation		**U.S. Constitution**
executive	no executive	executive branch with President
tax	cannot tax the people or the states	can tax the people and the states
Congress	1 house of Congress	2 houses of Congress
trade	no control over trade	control over trade between states & with foreign countries
laws	9 of 13 states needed to pass laws	simple majority needed to pass laws in Congress
money	many different kinds of money, printed by the central government and other states	only one kind of money, printed by the central government
amendments	all states must agree to amendments	3/4 of the states must agree to amendments
courts	no judicial branch or federal courts, only state courts	judicial branch with federal and state courts

Lesson 13

Oral

1) 50
2) 13
3) the 50 states
4) the original 13 colonies

Vocabulary

d 1.
h 2.
e 3.
f 4.
g 5.
a 6.
c 7.
j 8.
k 9.
i 10.
b 11.

A. 1. Indians
2. burned
3. started fighting
4. nationalism
5. increased

B. 1. see
2. light
3. stripes
4. stars
5. bombs
6. flag
7. banner
8. free
9. brave

D. 1. T
2. F
3. F
4. F
5. F

Testing skills

1. a
2. c
3. b
4. a
5. e

Lesson 14

Written

1. T
2. T
3. F
4. F
5. T

A. Louisiana Purchase
1. Missouri
2. Oklahoma
3. Kansas
4. Nebraska
5. South Dakota

Oregon Country
1. Washington
2. Oregon
3. Idaho

Mexican Cession
1. Utah
2. Arizona
3. California

Annexation of Texas
1. Texas

B. Timeline 1
1) Louisiana Purchase/1803
2) Florida/1819
3) 1845
4) 1850
5) Alaska/1867

Timeline 2
1) England 1812
2) 1823
3) 1846-1848
4) 1861-1865
5) Gold/Alaska

C. I
A. for farmland
B. for land to raise cattle
C. they were tired of factory
D. for gold
(*also:* to transport goods on the Mississippi River)

II
A. Louisiana Territory
B. Florida
C. Alaska

III
A. Texas
B. Southwest

Lesson 15

Map skills

Free

1. Maine
2. New Hampshire
3. Vermont
4. Massachustts
5. Rhode Island
6. Connecticut
7. New York
8. New Jersey
9. Pennsylvania
10. Ohio
11. Indiana
12. Illinois
13. Michigan
14. Wisconsin
15. Iowa

Slave

1. Delaware
2. Maryland
3. Virginia
4. North Carolina
5. Carolina
6. Georgia
7. Florida
8. Kentucky
9. Tennessee
10. Alabama
11. Mississippi
12. Louisiana
13. Arkansas
14. Texas
15. Missouri

Vocabulary

Across:
1) plantation
3) abolitionists
6) Union
7) economy
8) divide

Down:
2) abolish
4) obey
5) secede

A.
1. North
2. North
3. South
4. South
5. North
6. South
7. South
8. North

C.
1) Why did the South want slavery?
2) What did the abolitionists want?
3) How many slave states were there in 1820?
4) What was the Missouri Compromise
5) What was the Compromise of 1850?

Testing skills

1. b
2. b
3. e
4. a

Lesson 16

Written

a. 5
b. 2
c. 1
d. 6
e. 4
f. 3

A.

Union
West Virginia
Ohio
Kentucky
Indiana
Illinois
New Jersey
Pennsylvania
Delaware
Maryland

Confederate
Virginia
North Carolina
South Carolina
Georgia
Florida
Alabama
Mississippi
Tennessee
Louisiana

C.
1. F
2. T
3. F
4. T
5. F
6. F

Sentences:
1. Lincoln's family was poor.
3. Lincoln said Blacks could fight.
5. Lincoln was elected President 2 times (twice).
6. Lincoln believed that all men are created equal.

Testing skills

1. d 2. b 3. d 4. a

Lesson 17

A.
1. Johnson said the Confederates had to ratify the 13th Amendment and obey federal laws.

2. Congress said the Confederates had to ratify the 13th, 14th, and 15th Amendments. Congress also said the Confederate states had to write new State constitutions.

Lesson 18

Written

1. cotton gin - Eli Whitney
2. telegraph - Samuel Morse
3. sewing machine - Elias Howe
4. telephone - Alexander Graham Bell
5. electric light bulb - Thomas Edison
6. car - Henry Ford

A.
1. A large population provided the workers for factories.
2. Textile factories were built first.
3. Railroads were important because they made it easier to settle the west and to transport goods between farms and cities.
4. The tariffs kept out cheaper foreign goods.

B.

Timeline 1
1) Telegraph - 1844
2) 1869
3) electric light bulb -1879
4) cheaper car 1896

Timeline 2
1) sewing machine -1846
2) 1859
3) telephone -1876
4) 1890

Testing skills

1. d
2. d
3. c
4. d
5. c

Lesson 19

A.

Dates	Laws or Amendments
1890	law to stop monopolies
1894	laws to control the railroad
1913	16th Amendment = income taxes
1913	17th Amendment = direct election of senators
1920	20th Amendment = women's right to vote

B. 1. before the law to control railroads
2. before the 1890 monopoly law
3. after the 17th Amendment
4. before the 19th Amendment
5. after the states made voting secret
6. after the 16th Amendment

Lesson 20

A. 1. a factory worker
2. President Monroe
3. a factory owner
4. an ex-slave
5. Francis Scott Key
6. a plantation owner
7. Abraham Lincoln
8. an abolitionist

B. 1. Slaves
2. Tariffs
3. Anthem
4. Railroads
5. Secede

6. Abolish
7. Nationalism
8. Destiny

9. Speech
10. Telephone
11. Reforms
12. Income
13. Plantation
14. Expand
15. South

U.S. flag: The *Star Spangled Banner*

C. Many different possible answers

D. Outline 1

I B. Mexican-American War 1846-1848
II A. to transport goods on the Mississippi River
C. to get land for raising cattle
III A. ways to make money
C. representation in Congress
IV B. railroads
D. oil
V B. laws to control the railroads
C. 16th Amendment = income taxes
E. 19th Amendment = women have the right to vote

Outline 2

I A. War of 1812 (1812-1814)
C. Civil War (1861-1865)
II B. to get more good farmland
D. to find gold
III B. tariffs
D. ideas about the federal government
IV A. textiles
C. steel
V A. laws to stop monopolies
D. 17th Amendment = direct election of Senators

E.

Differences	NORTH	SOUTH
Ways to make money	Industry	Agriculture
Tariffs	Wanted tariffs on foreign goods	Did not want tariffs on foreign goods
Representation	States with more population should have more Representatives	Wanted to count slaves so they had a larger population
Ideas about the federal government	Wanted a strong central government	Wanted strong state governments

F. 1. Missouri, Iowa, Ohio (*or* Illinois *or* Indiana)
2. Georgia, Alabama, Mississippi (*or* South Carolina)
3. Texas, Oklahoma, Wyoming (*or* Colorado)
4. Massachusetts, Connecticut, New Hampshire (*or* New York)
5. Alaska, California
6. Ohio, Pennsylvania

Lesson 21

Oral

1. U
2. S
3. US
4. U.S.
5. discussion

Vocabulary

1. b
2. h
3. d
4. e
5. g
6. a
7. f
8. c

Map skills

ALLIED	CENTRAL	NEUTRAL
1. U.S.	1. Germany	1. Norway
2. France	2. Austria-Hungary	2. Sweden
3. England	3. Bulgaria	3. Spain
4. Italy	4. Turkey	4. Belgium
5. Serbia		5. Switzerland

A. 1. neutral
2. Allied
3. central
4. submarines
5. drafted
6. factories
7. farms
8. Allied Powers
9. surrendered
10. Treaty

C. 1) c
2) d
3) a
4) e
5) b

Testing skills

1. c
2. d
3. b
4. d
5. a

Lesson 22

Vocabulary

Across:	*Down:*
1. shut down	1. stocks
3. debt	2. decrease
6. borrow	4. credit
7. wages	5. loan
8. fail	
9. regulation	

A. 1. T
2. F
3. F
4. T
5. F
6. T

The correct sentences are:
2. The U.S. could not sell many goods to Europe during the Depression.
3. People lost a lot of money.
5. There were fewer jobs.

B. 1. . . . factories produce less.
2. . . . workers lose jobs.
3. . . . they have less money.
or
. . . they cannot buy things.
4. . . . prices go down.
or
. . . prices decrease.
5. . . . you will have to pay it back.
or
. . . you will be in debt.

C. 1. People borrowed money to buy stocks and goods
2. Many businesses and banks had to close.
3. Factories made more goods than they could sell.
4. The government provided loans and jobs.
5. The government set up regulations to control banks and businesses.

Testing skills

1) Could you say that again, please?

2) Let me think . . . .

3) What does "react" mean?

4) (use your own words)

Lesson 23

Map skills

ALLIES	AXIS
1. U.S.	1. Germany
2. France	2. Italy
3. England	3. Japan
4. Russia	

Written

1) c
2) f
3) a
4) b
5) e
6) d

A. 1. Nazis
2. territory (or power)
3. neutral
4. loans
5. China, Ethiopia, Poland
6. declared/invaded
7. Allies/attacked

B. 1. Axis
2. Axis
3. Allied
4. Axis
5. Allied
6. Allied
7. Axis
8. Allied

C. 1. until Germany invaded Poland.
2. until the Japanese bombed Pearl Harbor.
3. after Germany attacked Russia.
4. before they invaded Normandy.
5. from 1940 until D-Day.
6. after the U.S. dropped the atomic bomb.

Testing skills

1) The Axis Powers—Germany, Italy, and Japan

2) Because the Japanese attacked the U.S. Navy at Pearl Harbor

3) Because the U.S. dropped the atomic bomb

4) The Allied countries

Lesson 24

Oral

1) April 1945
2) peace
3) United Nations
4) New York
5) discuss
6) negotiate
7) economic
8) educational

Vocabulary

1. expansion
2. powers
3. influence
4. occupy
5. aid

A. 1. What countries were the most powerful after WWII?

2. What European countries have an agreement with the Soviet Union?

3. What European countries have an agreement with the U.S.?

4. What is the goal of NATO?

5. How do the Soviet Union and the U.S. influence developing countries?

6. What does "Cold War" mean?

C. 1. At the end of WWII, American and Soviet troops occupied Korea.

2. The government of South Korea was independent and against communism.

3. In 1950, North Korean Communist troops attacked South Korea.

4. At first, the North Koreans, with help from the Communist Chinese troops, were winning.

5. The fighting stopped but the country did not reunite.

Testing skills

1. b
2. d
3. d
4. c

Lesson 25

Vocabulary

c 1.
d 2.
a 3.
b 4.

Map skills

1) Soviet Union and China
2) east
3) Hawaii
4) southwest

A.
1) b
2) a
3) c
4) c
5) b
6) a

C. Check numbers 1, 3, 6

a. We fought the Vietnam War in Vietnam.
b. Vietnam used to be a French Colony.
c. The Vietnam Veterans' Memorial is in Washington, DC.

Testing skills

1. I'm sorry. I do not understand "resistance."
2. Oh, I understand now. One example is a sit-in.
3. Let me think...Martin Luther King, Jr.
4. A small country in Asia. The name was...was... Vietnam.
5. I'm not sure. Maybe it was 1973.

Lesson 26

Vocabulary

1) segregation
2) split
3) non-violent
4) marches

A. 1. John F. Kennedy was 43 when he became President.
2. Kennedy sent troops to Vietnam.
3. Kennedy tried to help the poor people get a better education.
4. Kennedy sent a lot of aid to Central and South America.
5. Most Americans liked President Kennedy. (*or* Kennedy was a popular president.)
6. Kennedy was assassinated in Texas.

B. 1. King used non-violent demonstrations, sit-ins, boycotts and marches.
2. He planned a bus boycott to stop segregation on the buses.
3. He received the Nobel Peace Prize.
4. Yes, it was successful.
New laws gave more equality to Blacks.
Segregation ended.

Testing skills

	JFK	MLK
1.	√	√
2.		√
3.	√	
4.	√	√
5.	√	√
6.		√

Lesson 27

Written

1. F
2. T
3. T
4. F
5. T

A.

	Nixon	Ford	Carter	Reagan
1.	√	√	√	
2.	√			
3.			√	
4.				√
5.	√			
6.		√		
7.	√			√
8.				√
9.	√			

B. Partner B
1. Nixon
2. resigned
3. treaty
4. started
5. Vice President
6. President

Partner A
7. 1977
8. governor
9. central
10. economic
11. Reagan
12. military
13. larger

C.
1. Some people entered the office of the Democratic Party and took some information.
2. The *Washington Post* told the people about Watergate.
3. He lied. He said he did not know about the illegal action, but he did.
4. No, he resigned before the House of Representatives impeached him.
5. The First Amendment was very important during Watergate.
6. (use your own words)

Testing skills

1. d
2. b
3. a
4. c
5. a
6. d

Lesson 28

Written

1. immigrate
2. opportunity
3. Refugees
4. exclude
5. immigrants
6. limit

Information

1. immigrants
2. 1980

C.
1. Before 1880, most immigrants came from Northern and Western Europe.
2. Many immigrants came to the U.S. between 1880 - 1920 because they had problems in their countries or because they wanted new opportunities.
3. Some people thought the new immigrants were different. (or The cities were getting crowded, or There was not much new land for farmers.)
4. (use your own words)
5. (use your own words)

Testing

1. a
2. c
3. b
4. a

Lesson 29

A.
1. United
2. Non-
3. Immigrants
4. Troops
5. Elected
6. Depression

7. Segregation
8. Treaty
9. Atomic
10. Trade
11. Exclude
12. Soviet

C.

1974	Nixon resigned
1917	U.S. entered World War I
1968	Martin Luther King, Jr. was assassinated
1941	The Japanese bombed Pearl Harbor
1929	The Depression started
1973	The U.S. signed a peace treaty with Vietnam
1953	The Korean War ended
1945	The U.S. dropped an atomic bomb on Hiroshima
1945	The United Nations was set up
1986	IRCA (Amnesty Law) was signed by President Reagan
1963	John F. Kennedy was assassinated
1945	WWII ended

D.
1. INDIAN
2. REVOLUTIONARY, INDEPENDENCE
3. OF
4. CIVIL
5. WORLD
6. WAR
7. KOREAN
8. VIETNAM

F	I	C	W	O	R	D	L	K	R	O	K	E
U	R	I	S	Y	R	A	N	W	D	W	O	A
R	E	V	O	L	U	T	I	O	N	A	R	Y
C	V	I	E	T	N	A	M	R	A	R	E	N
O	P	L	M	I	O	T	Y	L	S	U	A	E
F	V	I	T	C	V	I	N	D	I	A	N	R
I	N	D	E	P	E	N	D	E	N	C	E	F

E.
1. November
2. July
3. January
4. November
5. February

F. I. America
- A. Plymouth
- B. colonies
- C. Independence
- D. 13

II. 1800's
- A. People moving West
  - 2. immigrants
- B. New Territories
  - 1. U.S. bought the land
  - 2. New Mexico, Arizona
- C. Transportation
  - 1. The railroad helped the country grow
  - 2. People started using cars

III. 1900's
- Territories became states

G. 1
16
1607
13
10
1776
4
1
26
2
Total 3456 = VOTE

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